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**A SURVEY OF PRACTICES AND BELIEFS OF FIFTH-AND SIXTH-GRADE
ENGLISH TEACHERS CONCERNING ELEMENTARY ENGLISH EDUCATION IN
TAIWAN**

by

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**A Dissertation Submitted in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Education**

**Division of Curriculum and Instruction
In the Graduate School
(The) University of South Dakota**

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ABSTRACT

**Kate Tzu-Ching Chen, Ed.D., Curriculum and Instruction, The University of
South Dakota, 2002**

**A Survey of Practices and Beliefs of Fifth-and Sixth-Grade English Teachers Concerning
Elementary English Education in Taiwan**

Dissertation directed by Dr. Constance L. Hoag

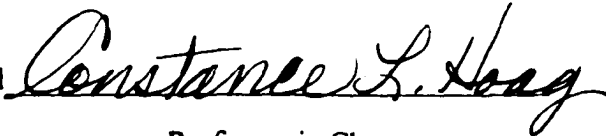
The Ministry of Education (MOE) in Taiwan announced a new policy of introducing English courses into the elementary curriculum beginning in the academic year of 2001, raising educational issues. That policy promoted this study which examined fifth-and sixth-grade elementary English teachers' practices and beliefs regarding the Elementary English Education (EEE) program.

The researcher conducted a survey that collected data from a random sample of 150 elementary English teachers throughout Taiwan. A five-point Likert-type scale was used to measure respondents' practices and beliefs toward the current EEE program. Data were gathered through telephone surveys with communication from the United States to Taiwan. The paired sample *t* test was used to analyze the data. Computation of item means of seven pre-selected variables (teachers' qualifications and training, materials, teaching methods, assessment policies and practices, content/curriculum of English enclosures, environment, and culture) indicated the following: (1) Teachers' qualifications and training – Teachers believed they were qualified to teach elementary English, but did not feel all teachers in the field were qualified. They reported too few teacher training programs and noted a lack of support from the government and schools. (2) Materials – Teachers were found to have the right to choose their own materials, reporting that most materials were practical, related to real life and contained technology

components. (3) **Teaching methods** – Teachers were found to use methods designed to fit students’ abilities and they integrated appropriate materials and activities. (4) **Assessment polices and practices** – Teachers reported using a variety of assessments to evaluate their students and believed alternative assessments should be used for enhancing students’ learning outcomes. (5) **Content/curriculum of English enclosures** – The respondents reported English teaching mainly focused on listening and speaking. Teachers also believed that involving students’ interests and inspiring self-confidence were the keys to helping students achieve their language learning. (6) **Environment** – Teachers believed that at least two class periods of English per week were needed, however most schools failed to achieve this standard. One common belief of teachers is that the English curriculum should be implemented in lower grades instead of beginning in fifth grade. (7) **Culture** – The respondents stated American and Chinese cultures should be integrated into the curriculum to assist students’ English learning.

The open-ended questions revealed the survey participants found a need for increasing the number of qualified teachers, adding teacher qualification policies, and dividing students according to their English abilities. These are three practices Taiwanese teachers hope to implement in the EEE programs. In addition, the teachers reflected that MOE made a smart move by implementing the program immediately upon realizing the importance of the English learning needs among elementary students.

This abstract of approximately 350 words is approved as to form and content. I recommend its publication.

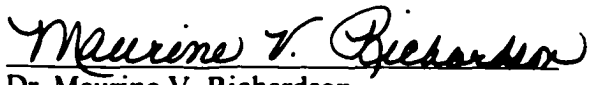
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Professor in Charge

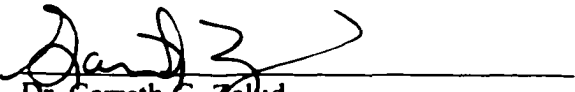
DOCTORAL COMMITTEE

The members of the committee appointed to examine the dissertation of
Kate Tzu-ching Chen find it satisfactory and recommend that it be approved.


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TABLE OF CONTENTS

| | Page |
|---|------|
| Abstract | iii |
| Doctoral Committee | v |
| Acknowledgments | vi |
| List of Tables | viii |
| List of Figures | x |
| Chapter | |
| 1. Introduction | 1 |
| Statement of Problem | 4 |
| Research Questions | 5 |
| The Need for the Study | 5 |
| The Significance of the Study | 6 |
| Definition of Terms | 6 |
| Delimitations of the Study | 9 |
| Limitations of the Study | 9 |
| Organization of the Study | 10 |
| 2. Review of Related Literature and Research | 11 |
| People and Language Environment | 12 |
| The Historical Background of Taiwan's Elementary English | |
| Education | 14 |
| Early Elementary English education in China (1830s ~ 1949) | 14 |
| Early Elementary English Education in Taiwan (1949 ~ 1998) | 17 |

| | |
|---|-----------|
| Current Elementary English Education in Taiwan..... | 17 |
| The Need for English Language Study..... | 18 |
| The Elements of a Qualified English as a Foreign | |
| Language (EFL) Program..... | 20 |
| The Characteristics and Role of Elementary English Teachers in | |
| Taiwan..... | 21 |
| Beliefs of Elementary English Teachers in Taiwan..... | 23 |
| Teacher's Qualification and Training..... | 23 |
| Materials..... | 24 |
| Teaching Methods..... | 25 |
| Assessment Policies and Practices..... | 26 |
| Content/Curriculum of English Enclosures..... | 26 |
| Environment..... | 27 |
| Culture..... | 28 |
| The Ministry of Education's Policies and Practices of Elementary | |
| English Education in Taiwan..... | 29 |
| Age of Second Language Acquisition (SLA)..... | 29 |
| Summary..... | 32 |
| 3. Methodology..... | 34 |
| Review of Related Literature..... | 34 |
| Research Questions..... | 34 |
| Population and Sample..... | 35 |
| Instrumentation..... | 36 |

| | |
|---|----|
| Pilot Study | 37 |
| Data Collection | 37 |
| Data Analysis | 38 |
| 4. Findings | 40 |
| Survey Responses | 40 |
| Demographic Information | 43 |
| Research Question Findings | 48 |
| The Differences Between the Practices and Beliefs as They | |
| Relate to the Selected Variables | 49 |
| Teachers' Qualifications and Training | 50 |
| Materials | 52 |
| Teaching Methods | 54 |
| Assessment Policies and Practices | 55 |
| Content /Curriculum of English Enclosure | 56 |
| Environment | 58 |
| Culture | 60 |
| The Changes of the Current Elementary English Education | |
| Policies/Practices Teachers Hope to Implement | 61 |
| The Most Successful Policy/Practices of the Current Elementary | |
| English Program | 67 |
| 5. Summary, Conclusions, Discussion, and Recommendations | 69 |
| Summary | 69 |
| Introduction | 69 |

| | |
|---|-----------|
| Problem Statement..... | 70 |
| Literature Review..... | 70 |
| Research Questions..... | 71 |
| Methodology..... | 71 |
| Findings..... | 72 |
| Demographic Information..... | 72 |
| Research Question 1—The Differences Between Practices and | |
| Beliefs of Elementary English Program..... | 73 |
| Teachers’ Qualifications and Training..... | 73 |
| Teaching Methods..... | 73 |
| Content/Curriculum of English Enclosures..... | 73 |
| Environment..... | 73 |
| Culture..... | 73 |
| Research Question Two – Elementary English Education | |
| Policies and Practices Teachers Hope to change..... | 74 |
| Research Question Three – The Success of Elementary English | |
| Education Program..... | 74 |
| Conclusions..... | 75 |
| The Comparisons Between Teachers’ Practices and Beliefs..... | 75 |
| Changes Teachers Hope to Implement..... | 78 |
| The Most Successful Policy/Practices..... | 78 |
| Discussion..... | 79 |
| Elementary English Teachers Related Issues..... | 79 |

| | |
|--|-----|
| English Oral Communication Skill | 79 |
| Teaching Materials | 79 |
| English learning environment | 80 |
| Recommendations | 80 |
| Recommendations for Further Research | 81 |
| References | 82 |
| Appendixes | |
| A. The Content of Survey Questionnaires | 90 |
| B. Introduction of Telephone Survey Questionnaire (English Version) | 92 |
| C. Introduction of Telephone Survey Questionnaire (Chinese Version) | 94 |
| D. Telephone Survey Questionnaires for In-Service Fifth-and Sixth-Grade Elementary English Teachers (English Version) | 96 |
| E. Telephone Survey Questionnaires for In-Service Fifth-and Sixth-Grade Elementary English Teachers (Chinese Version) | 111 |
| F. English Curriculum Goals | 119 |
| G. Demographic Information Figures | 130 |
| H. Figures with Detailed Statistics Information for Research Question One | 138 |
| I. Human Subject Committee Approval Letter | 146 |

LIST OF TABLES

| | Page |
|--|------|
| Table | |
| 1. Population Area Breakdown of Regions Responding to the Survey..... | 42 |
| 2. Gender of the Respondents..... | 43 |
| 3. Age of the Respondents..... | 43 |
| 4. Educational Background of the Respondents..... | 44 |
| 5. Study Abroad Experiences of the Respondents..... | 45 |
| 6. Year of Teaching Experiences of the Respondents..... | 46 |
| 7. Grade Level Taught by the Respondents..... | 46 |
| 8. The Year the Participant Schools Started Teaching English in Taiwan..... | 47 |
| 9. Survey Item Number as Related to Teachers' Practices and Beliefs..... | 49 |
| 10. Practices and Beliefs as Related to the Teachers' Qualifications and Training for Elementary English Education in Taiwan..... | 50 |
| 11. Practices and Beliefs as Related to Materials of Elementary English Education in Taiwan..... | 52 |
| 12. Practices and Beliefs as Related to Teaching Methods of Elementary English Education in Taiwan..... | 54 |
| 13. Practices and Beliefs as Related to Assessment of Elementary English Education in Taiwan Education in Taiwan..... | 55 |
| 14. Practices and Beliefs as Related to Curriculum Content of Elementary English Education in Taiwan..... | 56 |

| | |
|---|-----------|
| 15. Practices and Beliefs as Related to the Environment of Elementary English Education in Taiwan..... | 58 |
| 16. Practices and Beliefs as Related to the Introduction to the Culture of Elementary English Education in Taiwan..... | 60 |

LIST OF FIGURES

| | Page |
|--|------|
| Figure | |
| 1. Gender of the Respondents..... | 131 |
| 2. Age of the Respondents..... | 132 |
| 3. Educational Background of the Respondents..... | 133 |
| 4. Study Abroad Experiences of the Respondents..... | 134 |
| 5. Years of Teaching Experiences of the Respondents..... | 135 |
| 6. Grade Level of the Respondents..... | 136 |
| 7. The Starting Years of the Participant Schools..... | 137 |
| 8. Percentage of Teachers' Practices as Related to the Teacher's Qualification and Training for Elementary English Education in Taiwan..... | 139 |
| 9. Percentages of Teachers' Practices as Related to Materials of Elementary English Education in Taiwan..... | 139 |
| 10. Percentages of Teachers' Practices as Related to Teaching Methods of Elementary English Education in Taiwan..... | 140 |
| 11. Percentages of Teachers' Practices as Related to Assessment of Elementary English Education in Taiwan..... | 140 |
| 12. Percentages of Teachers' Practices as Related to Curriculum Content of Elementary English Education in Taiwan..... | 141 |
| 13. Percentages of Teachers' Practices as Related to Environment of Elementary English Education in Taiwan..... | 141 |
| 14. Percentages of Teachers' Practices as Related to Culture of Elementary English Education in Taiwan..... | 142 |

| | |
|---|------------|
| 15. Percentage of Teachers' Beliefs as Related to the Teacher's Qualification and Training for Elementary English Education in Taiwan..... | 142 |
| 16. Percentages of Teachers' Beliefs as Related to Material of Elementary English Education in Taiwan..... | 143 |
| 17. Percentages of Teachers' Practices as Related to Teaching Methods of Elementary English Education in Taiwan..... | 143 |
| 18. Percentages of Teachers' Beliefs as Related to Assessment of Elementary English Education in Taiwan..... | 144 |
| 19. Percentages of Teachers' Beliefs as Related to Curriculum Content of Elementary English Education in Taiwan..... | 144 |
| 20. Percentages of Teachers' Beliefs as Related to Environment of Elementary English Education in Taiwan..... | 145 |
| 21. Percentages of Teachers' Beliefs as Related to Culture of Elementary English Education in Taiwan..... | 145 |

CHAPTER 1

Introduction

English is practiced in many of the non-English speaking countries all over the world due, in part, to the globalization of world economies, the effect of technology, and especially because it has become the universal language of the Internet. To be citizens of the “Global Village,” people around the world need to find a way to communicate with the rest of the civilizations in order to exchange information, or for trade, travel, and educational purposes (Liaw & Chen, 1998).

Inter-cultural communication became especially important in Taiwan after the government decided to develop Taiwan into an Asian-Pacific economic center. This economic decree resulted in communication abilities becoming a primary expectation, as well as, a concern for all Taiwanese citizens (Lai, 1999). Knowing that, an appropriate place to begin to assess or improve the ability to communicate is to examine the educational system, and that review is the subject of this study.

To address the issue of how to improve communication, the Ministry of Education (MOE) declared a new policy of beginning the teaching of English in the fifth and sixth grade elementary curriculum in Taiwan. This curricular change replaced the 1998 policy of introducing English in the seventh grade (the first year of junior high school).

This new program was to begin in the fall semester of 2001. Being aware of the impending policy, a few private elementary schools began teaching English in the fifth and sixth grades before 1996. However, all elementary schools in Taipei and Kaoshiung (the largest cities in Taiwan) began this curricular change during the fall semester of 1998 (Huang, 1998; Lin, 1999). Today, English is required for students in all elementary schools. During the developmental process (1996-2000) and the ongoing implementation

of the new fifth-and sixth-grade curriculum, the program has encountered some critical issues regarding the teaching and learning of English (Chen, 2000; Huang, 1998; Liaw & Chen, 1998; Liaw, 1999; Sue, 1998; Tsai, 1999; Tseng, 2000; Wu, 1999). Knowing that education is the focus for improving communication skills, the next step is to examine the teaching issues that would make a difference in the Taiwanese peoples' ability to speak English. The issues include such topics as teachers' qualifications and training, materials, teaching methods, assessment policies and practices, content/curriculum of English enclosures, environment, and culture.

One of the topics of concern to people in Taiwan is the measurement of teacher qualifications and the quality of teacher training programs (Tsai, 1999; Tse, 2000). Because of the lowering of the grade level, there is a greater need for teachers in the English as a Foreign Language (EFL) field (Tse, 2000). The questions of who are qualified to teach and who are qualified to hold these educational positions are often asked (Liaw & Chen, 1998).

The importance of choosing appropriate materials was mentioned by Chen (1999), as the main resources in the class, the structure for self-review guides for the student at home, and the basis of the curriculum. In addition, the researchers were questioning which teaching methods will work best for children in Taiwan and how schools and teachers determined the teaching methods that were most efficient (Liaw & Chen, 1998; Tsai, 1999).

One communication situation arising from the past is that many Taiwanese people mistakenly believed that English had been learned optimally because of successful test results. Some researchers believed the concept of English proficiency reflected by high performances on written tests misled people as to the way English is learned (Lin, 1996).

It is widely noticed that after many years of English learning, most Taiwanese people still cannot use this universal language to communicate with the world, especially in oral constructs (Lin, 1996, 1999). The purpose of learning English for communicating has long been forgotten, while the English education curriculum is only fictitious. (Lin, 1996; Huang, 1999). In the area of testing, the types of assessments, that best measured the information or skills people would need to know when communicating around the world was of primary concern (Liaw, 1991).

In the category of content, one educational condition that promoted the misunderstandings concerned pronunciation. Pronunciation, listening, and general speaking skills, were those skills have never been seen as important skills in comparison to reading, writing, and the mechanics of grammar and spelling in Taiwan. (Huang, 1999; Lin, 1999) Reading, writing, and mechanical skills were quantifiable, while the oral constructs of pronunciation, speaking, and listening were not being tested, thus giving the false sense of accomplished English proficiency. It has been reported that the prior system practiced in seventh grade to twelfth grade and even college English courses required the relearning of English pronunciation characteristics (Chen, 1998). This situation supports the need to examine the content of English programs.

Another issue was the type of learning environment that should be provided for the students. (Tsai, 1999) The new Elementary English Education (EEE) program emphasized providing students a natural and pleasant learning atmosphere in order to inspire students' motivation and increase learning outcomes. These policies were in contrast to the prior, more structured environments experienced by junior high school students in Taiwan. According to the MOE, the curriculum of the new EEE program should be relaxed and related to real life. Further concerns include how many class hours

a week were appropriate for children to study English. (MOE – The curriculum of nine-year elementary and junior high school education: The learning criteria of English language, 2000)

For teachers, it is important to understand the cultural differences between countries in order to implement appropriate materials, methods, and environment for students (Jaramillo, 1973). For learners, even if one is not introduced the culture in the curriculum, the culture will be learned spontaneously through the process of language acquisition (Tang, 1999). Therefore, language and culture are inseparable and elements of both will need to be included in the Elementary English curriculum in Taiwan.

Statement of the Problem

The teaching of English in Taiwanese schools has taken a dramatic step toward trying to prepare students to better communicate in the “Global Society.” This step of introducing English in Grades 5 and 6 placed additional responsibilities on teachers. How those responsibilities are being met is information necessary to ensure worldwide communication success for the Taiwanese people. Only if educators have an understanding of teachers' beliefs and practices about the current system and conditions will they be able to assess if the present model is effective. This study is designed to determine how closely aligned the teacher's current practices and beliefs are in the teaching of English, thus evaluating the EEE program.

Research Questions

This study investigated the following questions:

1. What differences exist between the practices and beliefs of elementary fifth- and sixth-grade English teachers in Taiwan regarding the selected variables of teacher's qualifications and training, materials, teaching methods, assessment policies and practices.

content/curriculum of English enclosures, environment, and culture?

2. What are the changes from the current Elementary English Education policies/practices of the Ministry of Education that elementary English teachers wish to implement?

3. What are the most successful practices of the current Elementary English Education program in Taiwan?

The Need for the Study

Unlike Taiwanese, English is a language system that depends heavily on phoneme awareness in distinguishing the meaning. In a conversation, the meaning of the words is hard to understand if people speak English with incorrect pronunciation. This is especially noticeable when Taiwanese citizens study abroad or travel in the English speaking countries. The new design of EEE attempted to remedy and develop the understanding of English issues of proficiency of people in Taiwan. This study was designed to evaluate the EEE program by determining the match between in-service elementary English teachers' practices and beliefs.

Several topics (include teachers' qualification and training, materials, teaching methods, assessment polices and practices, content/curriculum of English enclosures, environment, and culture) pertaining to English education developed in Taiwan due to changes in the elementary curriculum. Adding English courses into the school curriculum as a required subject in the fifth grade instead of the seventh grade (the first year of junior high school) is one of the changes that created the need for further study.

Most of the previous research studies (Chen, 1994; Chen 1996; Chen, 1999; Chen, 1999; Cheng 1998; Huang 1998; Lai 1998; Lee, 2000; Lin, 1996; Tsai 1999; Wu, 1999) have focused on the design and instruction of English language courses in the elementary

schools. However, this prior research relates only to the mechanics of the language learning. Other studies were conducted (Chen, 1999; Chu, 1998; Dai, 1999; Huang & Lee, 1998; Tseng, 2000; Wu, 1999; Zeng, 1999) regarding textbook selection, teacher qualifications, and teaching methods.

The Significance of the Study

None of the prior research in elementary English teaching has included information concerning the beliefs and practices of teachers from their viewpoint. Researching the beliefs and practices of in-service fifth-and sixth-grade teachers in the current English education system provides data which reflects current realities. In accessing those perceptions, the hope is that the survey results reveal areas of strength and areas of needs in the current English program. This study is unique from two perspectives: (1) it will broaden the previous knowledge base by investigating the overall EEE program and (2) it is the first of its kind written in English and Chinese.

Definition of Terms

Terminology can often be confusing and in certain cases may have multiple interpretations especially when communicating across and between cultures. For purposes of clarity in this study, it was necessary to define the following terms. If sources are not cited, the researcher has defined the terms for the purpose of this study.

Beliefs: Opinions, expectations, and/or judgments of elementary English teachers in Taiwan (Neufeldt & Guralnik, 1988).

Cram /coaching/reinforcement/weekend school: This refers to an after-school/outside of school program, supplementing regular education, which offers courses in humanities, the natural sciences to elementary, junior or senior high school students (Yang, 1995).

Culture: The shared and learned information people use to generate meaning and order within a social system (Irving, 1984). Culture includes the notion of shared values, beliefs, expectations, customs, jargons, and rituals. Society may include a number of cultures and languages (Lazear, 1999).

Elementary English Curriculum (EEC): The curriculum that was used by the EEE (Translated from document #89122368 of Department of Elementary and Junior High Education School in Taiwan, 1999).

Elementary English Education (EEE): The new education system that was officially added into the elementary level in the academic year of 2000 by the decision of the Ministry of Education (Translated from document #89122368 of Department of Elementary and Junior High Education School in Taiwan, 1999).

English as a Foreign Language (EFL): A place where English is looked upon as a cultural acquisition. This takes place overseas where others study English the way persons in Taiwan study French and Spanish. Most teaching of English is EFL (Paulston, 1980).

English As a Second Language (ESL): The learning of English for specific functional purposes; i.e., for economic advantage. Foreign students who are studying English in the United States to pursue an American university degree would be ESL; others refer to it as EFL (Paulston, 1980).

Esperanto: Esperanto is an artificial language designed for world use (*Oxford Advanced Learner's Dictionary of Current English*, 2000). In this study, it refers to English.

Global Village: This term was first created in the area of media communication by McLuhan & Fiore in *War and Peace in the Global Village* and is widely used in all kinds

of areas today for describing successful information connections that turn the world into a "village" (1968).

Language: Language is a set of common sounds and symbols by which individual communicate. Society may include a number of cultures and languages (Lazear, 1999).

Lexicon: Lexicon is the set of all the words and idioms of any language
(*Dictionary of Language Teaching and Applied Linguistics*, 1992, p.212).

Ministry of Education in Taiwan (MOE): The Department of Education in Taiwan.
(The MOE website is <http://www.edu.tw>)

Practices: These are teaching techniques, approaches, methods, and strategies based on theory and knowledge of elementary English education in Taiwan (Bleeker, 1992).

Second language acquisition (SLA): This is a process of learning another language after the basics of the first have been acquired, starting at about five years of age and thereafter (Dulay, Burt, & Krashen, 1982, p. 10).

Synthetic Universal Language: Synthetic language is a type of language sometimes distinguished in comparative linguistics using structural criteria and focusing on the characteristics of words. In synthetic language, words typically contain more than one morpheme (as opposed to analytic languages, where words are typically monomorphemic). Two types of synthetic language are usually recognized: agglutinative and inflecting with polysynthetic sometimes additionally distinguished. Examples include Latin, Greek, Arabic, and Turkish (Crystal, 1992, p. 342). Therefore, synthetic universal language is the one of the synthetic languages that is most often used to communicate around the world.

Test of English as a Foreign Language (TOEFL): This test is conducted by

Educational Testing Services (ETS) and available for people whose native language is not English in most of the countries in the world. TOEFL website is <http://www.toefl.org>

Delimitations of the Study

The following factors may limit the results and subsequent generalizationability of the study.

1. Data were collected from the United States, with the researcher conducting a telephone survey. It was limited by access to relevant individuals in Taiwan during the research. For example, under the circumstances of conducting the survey from the United States to specific Taiwanese schools, the results depended on the accuracy of the school telephone operators who first received the calls, then transferred the calls to the appropriate fifth-or sixth-grade teacher of English.

Limitations of the Study

1. The sample population's willingness to participate may influence the authenticity of the responses. For instance, the participants who were interested in the research topic may have given more in-depth answers and these participants who were willing to take time to answer the questionnaires could have given more thoughtful responses than those less interested.

2. The respondents to the questionnaire may not have answered the questions from their personal situation but were influenced by outside factors.

3. Some human bias may enter in. The accuracy of the responses will depend on the answers reflecting the perceptions of the respondents.

Organization of the Study

This study focused on the perceptions of the fifth-and sixth-grade elementary educators of the current elementary English education (EEE) program in Taiwan. The

aim was to survey the practices and beliefs of EEE teachers based on the seven issues. This study falls into five parts. Chapter 1 presented background information of elementary English education in Taiwan. Chapter 2 provides related literature reflecting the history and current situations of elementary English education in Taiwan. Chapter 3 describes the method by which this study was conducted. Chapter 4 presents the results of data collection. Chapter 5 contains the summary, conclusions, discussion, and recommendations for elementary English education in Taiwan.

CHAPTER 2

Review of Related Literature and Research

The review of literature in this chapter has been drawn mainly from four resources written in Chinese and English and are related to Elementary English Education (EEE) in Taiwan. The first group of resources were government documents. The researcher collected paper documents from The National Library in the capital of Taiwan Republic of China (R.O.C.) and also the information and regulations that were contained in the official website (available online <http://www.edu.tw>) of the Ministry of Education (MOE).

The second set of resources included books or articles dealing with the history of China and books on the educational history of China and Taiwan R.O.C. Such information served as the sources of the study and provided the historical background to the topic.

The third part of the literature collection was the theory and current practice of elementary English curriculum from related articles and books. The fourth source was newspaper articles related to the new policy of adding English courses into the elementary curriculum. The articles were from newspapers in Taiwan, the National Central Library in Taiwan, university and college libraries in Taiwan, the Ministry of Education in Taiwan, the National Institute of Educational Resources and Research in Taiwan, and from the Internet. All the above information was collected in person by the researcher or through the Internet data delivery service from the libraries in Taiwan.

These resources provided the researcher with a background and understanding of the need for the study. The literature review topics are comprised of: (1) People and language environment. (2) The historical background of Taiwan's Elementary English

Education, (3) Current Elementary English Education in Taiwan, (4) The need for English language study, (5) The elements of a qualified English as a foreign language (EFL) program, (6) The characteristics and role of elementary English teachers in Taiwan, (7) Beliefs of elementary English teachers in Taiwan, (8) The Ministry of Education's Policies and Practices of Elementary English Education in Taiwan, and (9) Ages of Second Language Acquisition (SLA).

People and Language Environment

According to records in the Department of Statistics of Ministry of the Interior, Taiwan, the Republic of China had a population of 22,475,585 as of August 2002. (available online <http://www.moi.gov.tw/W3/stat/home.asp>) This population includes "Han, the largest ethnic group, and other minority groups, such as Manchu, Mongolian, Uighur, Tibetan, Miao, Yi, Gerbao, and Chuang. Besides those groups, there are currently nine major indigenous (aboriginal) tribes in Taiwan" (Chou, 1995, p. 510). The ethnicities ensure a population that uses a variety of languages, "spoken" and "written," to communicate.

Mandarin, Taiwanese, and Hakka, which people speak daily in Taiwan currently are considered as major vernaculars (Chou, 1995). Further, as a result of nearly 50 years of Japanese influence, the older generations of Taiwanese people also speak Japanese. The Japanese occupation period was from 1895 to 1944. During this period of time, people in Taiwan were forced to study Japanese as the official language.

Younger people use the Mandarin language most of the time along with some Taiwanese in daily life. As a matter of government language policy, the majority of people in Taiwan speak Mandarin, which has been the official language and been used for decades in schools and government (Chou, 1995).

Teaching native language to the young seems to be a natural activity in everyday life. However, when encountering the teaching of a Foreign Language, language learning immediately becomes an intricate process. Presently, English is a Foreign Language, even though the government is trying to make it the official second language. The change between English as a Second Language (ESL) and English as a Foreign Language (EFL) resulted in the Taiwan's English learning environment lacking language practice opportunities (Chen, 1999).

English as a Foreign Language learners in Taiwan predominately use English in the classroom, but less often in the workplace. Although the need for using English to contact the rest of the world has been increasing due to economic reasons, Taiwan is not a good English learning environment (Chen, 1999). When people live in the environment where their first language is used primarily, and the second language is considered as only a supplemental language, the second language is not the vital one to achieve in their career or other goals (Chen, 1999).

Under these circumstances, people in Taiwan have not been as serious in learning English as the Taiwanese immigrants are when they first come to English speaking countries. As for the cultural issue, the Taiwanese people have been taught to be perfect in every way, especially in pronunciation, without making any mistakes, in contrast to American or Western people, who have been told that mistakes are allowed in the learning process. The controlled cultural climate has long being a major impediment of learning English in Taiwan because Taiwanese's fear of making mistakes in front of others obviously decreases the chance of practice, therefore hindering the learning outcomes (Chen, 1999).

The Historical Background of Taiwan's Elementary English Education

Early Elementary English education in China (1830s ~ 1949)

The Chinese culture is one of the oldest civilizations of the world. It enjoyed its superiority and maintained feudalism from the first dynasty until the middle of Qing Dynasty (1544-1912). By frequent contact with Western culture through business and technology, the Chinese society became less feudalistic, but more semi-colonist (semi-independent) (Wang, 1992, p.11).

The beginning of English language teaching in China progressed after the Opium War during the 1830s. The teaching of foreign language learning, which includes English, promoted by the Chinese government, started when people around the world came to China. However, English language learning was not a serious issue until the failure of the Opium War in 1839-1842. This war aroused the Chinese peoples' awareness of interacting with other races. The rude realities of the war, the unequal treaties, and the mid-century mass uprisings caused Qing courtiers and officials to recognize the need to strengthen China (Franke, 1967). In response to the need of strengthening the country, communication skills to the world were required for gaining technological knowledge from other countries.

For a quick understanding of the world, foreign languages became a major study and part of the school curriculum. Chinese scholars and officials had been examining and translating documents from western countries since the 1840s. Under the direction of modern-thinking Han officials, western science and languages were studied. In 1862, under the reign of the emperor Tunh-Chi of the Qing Dynasty, a government institution, the first Western academic institution (Tung-Wen-Kuan) of foreign language training was established (Tse, 1980). The aim was to train professional interpreters first; later,

scientific knowledge was included. Since then, people have been able to learn the English language along with some other foreign languages. The needs of China were met through establishing some official governmental institutions when they began the foreign language training (Tse, 1980).

Under the Tung-Wen Kuan, there were several “Kuans” (a place for cultural activity), such as a French Kuan and a Russian Kuan, which were established in 1863, and the first Kuan – the English Kuan in 1862. Later, a German Kuan was added in 1866 and 1872, and a Japanese Kuan in 1896. The languages taught at that time included English, French, German, and Russian (Wang, 1992). Most students majored in only one language and had a second foreign language as an elective course.

The first educational reform of language learning did not happen until the Jia-Wu War (1894 ~ 1895). Some scholars noticed the insufficient curriculum and ineffective results of the Tung-Wen-Kuan. A new institution, the Capital-Tai-Shiue-Tang, and some other institutions were established to fit the needs of increasing learning opportunities in 1900. At almost the same time, the Tung-Wen-Kuan was forced to disband and amalgamate into the Capital-Tai-Shiue-Tang.

Zihua Jing (1996) describes the English education below:

In some cities, pupils begin to study English in primary schools. The majority of students study English at least six years during their secondary schooling with nearly five hours a week. Most students are very interested in learning English and have spent a large amount of time and energy learning it. (p. 305)

English was never a school subject all over Taiwan until the Republic of China replaced the Qing Dynasty. All the foreign languages included English and English were

added to the regular fifth-grade curriculum in 1910s. Before that English was just one of the foreign languages in the school curriculum.

The education system of the Republic of China (1911-1921) in the very first 10 years followed the system of Qing Dynasty. Foreign language courses, which included several major languages of the world, were started in fifth grade. According to a MOE official report of school regulation #152 in September 29, 1911, "The subjects of elementary school are..., according to local situation..., may add English courses as a major foreign language." Two years later, choosing English materials began to attract the attention of the school boards. Also, according to the school regulations, an assessment of textbooks was instigated due to this new curriculum and the course hours were changed in order to fit the new education system as follows:

English courses in elementary school level are two hours per week, every fifth grader and up should attend as a major subject. In junior high level, every male student should attend foreign course for 7 hours per week in the first two years and 5 hours per week in the last two years; every female student should attend foreign course for 6 hours per week in every grade. (MOE School regulation #13, September 26, 1911)

Also, the goal of teaching foreign languages in elementary level and junior high level is different. "The purpose of teaching foreign language is to have students familiar with major foreign languages for practical use only in the elementary level" (The Ministry of Education [MOE] regulation #17-8, October, 1916). " The purpose of teaching foreign languages is to have students be good at major foreign languages in both writing and speaking for learning western knowledge" (MOE regulation #13-4, September 1911).

Later in 1919, English was claimed as the major foreign language to be taught in the elementary curriculum according to MOE's education document to local governments.

In 1922, an important revision was made to the education system. The original grade grouping was restructured and then the junior high school began at seventh grade. This cancelled the English courses in the elementary school. This is was the educational system that existed before the implementation of EEE (2001) in Taiwan.

Early Elementary English Education in Taiwan (1949 ~ 1998)

During 1922 to 1998, there was no Elementary English Education in existence in the elementary schools in Taiwan. All students learned English starting from seventh grade, the first year of junior school. Ever since the Ministry of Education changed the elementary school length to first through sixth grade, English courses were no longer a responsibility of the elementary school.

Current Elementary English Education in Taiwan

In Taiwan, Elementary English Education was not put into the school curriculum until 1998 when the MOE declared a new policy of adding English courses to fifth grade and sixth grade as one of the elementary subjects. In order to achieve the highest quality, this policy was widely discussed and investigated. The members of this policy making group consisted of the directors of the Ministry of Education, the directors of Department of Education Development and Research, heads of city education departments, directors of National Teacher's Organization, superintendents of city government, principals, chairmen, and professors of universities and colleges. Their areas of expertise were education administration, and curriculum and instruction (elementary and middle school education). The introduction of this policy has been a crucial one and a milestone in English teaching history in Taiwan. This paradigm shift was scheduled to be put into

practice in every school in Taiwan in the fall of 2000. Before that, EEE was held individually in some particular private or public schools only.

The actual English education in Taiwan was started in China and only has a history of approximately 140 years. "Short as it may be, compared with the history of foreign language teaching in Western countries, it is full of twists and turns. Twice such radical changes have been caused exclusively by political rather than linguistic factors" (Tang, 1984, p. 37).

It should be noted that Taiwanese people have different degrees of motivation when it comes to English language learning. People desperately needed to acquire the foreign languages to communicate with the world in order to learn western technology. Nevertheless, English was the first foreign language or, at most, the second language and was not a required skill for living. Without proficient English, people can still have a good quality of life. Because of this, although people know that English is an important language to learn, they sometimes were not serious in the learning process or they do not care about the learning outcomes. (Chen, 2000)

The Need for English Language Study

According to Dai (1999), 37 countries around the world use English as their first language, and over 100 countries use it as their second language. The term "Global Village" (McLuhan & Fiore, 1968) was created because of the high technological development of modern communication and transportation, and speaks to the interdependence of all nations in the world. One no longer needs wait for traders to pass through town to learn what is going on in other parts of the world. Like a village in which little that is important remains private, the lives of individuals and societies are made known to other nations by way of modern communications (McLuhan & Fiore, 1968).

Through media such as the telephone, television, and more recently the personal computers and the Internet, humans are increasingly linked together across the globe. This has enabled connections with people on the other side of the world as quickly as it takes to contact and converse with those who inhabit the same physical space (i.e., the people that live in the same village) (Symes, 1995). The best way to avoid a communication barrier is to have a common language and common understandings of that language. (Cheng, 1998)

Because of the concept of communication in the “Global Village,” English has become the universal language people around the world use to share information and thoughts. People, including the people of Taiwan, want to learn English because today it is the only international vehicle of communication. Due to the lack of natural resources and the need for international trade, the Taiwanese people need to communicate with people all around the world. In order to achieve such communication goals, people in Taiwan have to not only advocate English learning but also enhance the quality and environment of English teaching.

A number of studies have also explored the reasons of why people have an interest in learning English and why people think it is important to learn English. A few of the reasons include the following:

- English is an international language for communicating with people around the world (Chen, 1999; Cheng, 1998; He, 1998; Huang, 1998; New, 1974; Tse, 2000; Sue, 1998; Tsai, 1999).
- Learning English for business and economical purposes is important (Chen, 1999; Wu, 1999; Zeng, 1999).
- English is the communication tool when visiting countries where English is

spoken (Chen, 1999; He, 1998 & New, 1974).

- English will help with advanced study, including going abroad (Chen, 1999; Cheng 1998; He, 1998; Huang, 1998).
- English is the universal language of the world (Chen, 1998; Chen, 1999; Cheng, 1998).
- English is practically the only language anyone has time or the desire to learn due to market demands and global salary (Chen, 1999; Cheng 1998; He, 1998; New, 1974).
- When immigrating to countries where English is spoken, people are empowered when they are able to communicate in English (Chen, 1999; New, 1974).

The Elements of Qualified English as a Foreign Language (EFL) Program

It is not a simple task to establish a qualified EFL program. Many researchers and studies have pointed out the ideal elements and also provided suggestions. They found qualified EFL programs should contain the following elements:

- Ongoing refining processes of the curriculum should be never-ending (Chang, 1997; Lou, 2000).
- Cultural awareness of the target language must be considered (Chen, 1998; Sims & Hammond, 1982).
- Sufficient and various educational resources and human department management strategies are needed (Sims & Hammond, 1982).
- A sufficient amount of qualified teachers are necessary. (Chen, 1998; Huang, 1998; Lai, 1998; Lou, 2000; Shih, 2000).
- Appropriate assessment systems must be developed (Shih, 2000).
- Suitable materials must be provided (Huang, 1998; Lai, 1998; Lou, 2000; Shih,

2000).

- Sufficient class duration as to the quality of learning (Shih, 2000).
- Good support from schools and the department of education to teachers and students builds better programs (Chu, 1998; Shih, 2000; Sims & Hammond, 1982).
- Effective use of community resources must be included (Chen, 1998; Lee, 1998; Sims & Hammond, 1982,).
- An exceptional leader and eligible staff are necessary (Shih, 2000; Sims & Hammond, 1982).
- The high availability of in-service teachers' training is mandatory (Shin, 2000; Sims & Hammond, 1982).
- Creating a language-learning environment in the program builds understanding (Shih, 2000; Sims & Hammond, 1982).
- Diverse learning activities and strategies should be integrated with the materials (Lou, 2000; Shih, 2000; Sims & Hammond, 1982).

The Characteristics and Role of Elementary English Teachers in Taiwan

The controversy surrounding this new curriculum level of fifth-grade English deals with concerns of how to properly implement this program. The beginning years in a children's English education should be planned carefully regardless of the content area. It goes without saying that an elementary English teacher will surely affect a person's later learning attitude (Huang, 1998).

Furthermore, because of this change, there is a greater need for teachers in this English as a Second Language (ESL) field (Chu, 1998; Tsai, 1999). This new situation has created concerns regarding the reliability and validity of selecting teachers. Some

authors suggest having native English speakers to fit these positions, so that children can learn Standard English in the beginning of their language learning and become immersed in an English environment (Chu, 1998). Some authors argue that Taiwanese English teachers will be more suitable because they know what students need in the process of language learning, because of their own learning experiences and they will give proper assistance right away (Lee, 1998). Due to the insufficient amount of native English speaking teachers, school policies and other factors, the elementary schools in Taiwan are hiring Taiwanese English teachers rather than those who are native English speakers.

According to the training plan of elementary English teacher from the MOE, a group of research scholars, experts and university professors designed a national exam called The National Elementary Teachers' Qualification Exam for selecting qualified English teachers. The exam includes two parts, a written exam and an oral interview. Exam takers have to take and pass the written exam to get the opportunity to participate in the interview. The written part contains listening, reading, and writing, which is similar to the TOEFL (Test of English as a Foreign Language) test. The interview part is considered to be the speaking exam and measures those candidates' speaking abilities. As a result of too many applicants and too few positions available, only 7.76% of the exam takers pass both parts of the exam and qualify to be sent to an ESL training course for six months (Tse, 2000). However, those who passed the National Elementary Teachers' Qualification Exam are not necessarily better teachers in the field. Tse (2000) found that to be a qualified elementary English teacher, the person has to have knowledge of teaching materials, methods, and classroom management with the sufficient teaching experiences.

Beliefs of Elementary English Teachers in Taiwan

For motivating a student's English learning, the beliefs of teachers are the important factors that need to be considered and further investigated (Qian, 1998). Some common beliefs of elementary English teachers are found in the latest publications from scholars, in service teachers, and professors from colleges and universities. (Chen, 2000; Chien, 2000; Chou, 1995; Chu, 1998; He, 1998; Huang, 1998; Huang, 1999; Liaw & Chen, 1998; Lin, 1996; Liu, 1995) The following categories provided a base line in order for the researcher to survey fifth-and sixth-grade teachers concerning their beliefs and practices.

Teacher's Qualifications and Training

Because teachers play an important role in teaching and controlling the success or failure of students' learning, how to improve teaching quality should be the future educational challenges (Huang, 1998). Most elementary teachers specialize in other subjects and may not have any English teaching experience. Because of the new EEE policy, there is a great need for qualified teachers. Very often, they are forced to teach English and are afraid of this unfamiliar field (Ho, 1998). Due to the lack of the experience of English training programs in colleges and universities, the qualifications of the in-service elementary English teachers is often questioned by the parents (Lu, 1999). However, a study showed that if teachers are willing to take time for further study and training, there are currently several flexible and well-designed teachers' training courses available to all the elementary teachers (Chien, 2000).

Elementary English teachers should be qualified by having to pass exams and complete training courses in order to teach. They should be professional and knowledgeable in the aspects of the teaching methods, materials, educational psychology,

and other curriculum areas (Cheng, 1998). Moreover, teachers should be able to communicate with their students and assist them whenever they need help (Chen, 1998). Teacher's training courses or learning opportunities should be offered from the government in the colleges or universities for English teachers. The MOE should open more opportunities for college students by creating TESL (Teaching English as a Second Language) programs in college and university level institutions (Shi, 1999).

Materials

English teachers in Taiwan tend to follow the materials the school gives them, and never select or create their own textbooks for class use. According to the new policy of MOE, elementary schools should have the right to choose their own textbooks and have some supplemental materials to help students understand those textbooks (Shi, 1999). This sudden freedom has caused a problem of discrepancy of students' learning outcomes among classes and schools. When deciding which materials, teachers should be thoughtful in terms of the curriculum goals and expectations (Ho, 1998; Shi, 1999).

Due to the problematic textbook use in class, students often lack enthusiasm in learning English. The main reason is that the textbooks are not based on practical use or relate to real life. Thus, when the MOE decided to start EEE, the Ministry of Education strongly felt the necessity of improving the textbooks. One of the overriding questions is how can we associate EEE materials with the English courses in junior high school, so that the English courses in these two curriculum levels could connect to each other? (Huang, 1998).

Most of the current teaching materials are imported from English-speaking countries and were designed without considering the Taiwanese culture and educational system. Therefore, those materials may not fit the teaching and learning need of EEE in

Taiwan. The most effective materials will be written specifically for EEC and integrated with educational technology (Liaw, 1999).

Teaching Methods

English education began with the grammar translation method (1840~1940) in Taiwan. This method emphasized reading and writing, and paid very little attention to listening and speaking. This method produced students who can recite rules and translate passages from the native language to the target language and vice versa adeptly, but when exposed to oral communication challenges in real world situations, they were virtually helpless.

In 1930, a reform of EFL teaching in Taiwan changed the language teaching method into what became known as the direct method. This counteracted the traditional grammar approach. In the direct method, students actively participated in oral work with an emphasis on everyday vocabulary starting with naming objects in the classroom.

The audio-lingual method appeared in 1955 and drew heavily on promoting accuracy in a beginning-level course. This approach gave beginning students much needed practice so that they are exposed to basic structure orally before trying to communicate in the real world. In 1962, the transformational approach was first introduced in Taiwan. There are more than 1300 in-service teachers at both the senior and junior high level that were trained between 1962-1965 under this method (Chan, 1999).

Educational technology is in full force in the language study arena; however, it is important to realize that because this is a relatively new classroom resource, problems and different ideas on the best course for use have arisen. A key ingredient in the computer's success is its ability to interact with students individually and customize responses, while at the same time, record data about each user's progress and weaknesses.

Eventually, computers and software will become more user-friendly and will, hopefully, become anchors in the second language classroom (Chang & Lee, 2000).

Assessment Policies and Practices

Traditionally, English instruction in Taiwan has been teacher-centered and test-driven. This methodology is motivated by the need to prepare students for the Joint University and Colleges Entrance Examination or Graduate School Entrance Examination. English classes still focus merely on interpreting the meaning of vocabulary and the analysis of the structure of sentences. The typical way of evaluating students' learning outcomes is through testing their memorization of vocabulary and grammar rules. Most students in Taiwan are trained as a test machines; they often answer questions correctly on the test sheets and do not know how to apply that knowledge into real life (Du, 1997).

The purpose of assessment is not only to test the students' learning outcomes, but also to improve the teaching quality (Yang, 1995). The type of assessment the teachers should adopt is important in evaluating and developing the EEE. Since the goal of EEE focus on listening and speaking, new ways of assessing students should be used instead of the traditional pencil-based tests, such as conversations, role-playing, songs, and so on (Huang, 1998).

Content/Curriculum of English Enclosures

Children's English courses in coaching schools have become excessively popular in Taiwan in the last decade. Some parents even think it is necessary or required for their children to go to these extra supplemental courses to stay ahead of other students and to score higher than others on the high school entrance exam (Huang, 1999). Now that English is offered to students earlier in elementary schools, coaching schools have become even more popular. English courses in coaching schools have now become a

precursor to the English courses in elementary schools.

The prevalence of cram/coach schools has caused multiple levels of English proficiency among elementary students in Taiwan. The design of a curriculum faces the difficulty of dealing with this problem. For delimiting the possible deficiencies, it is critical to plan an organized and systemized curriculum according to student's English proficiency level (Chen, 1998; Cheng, 1998).

EEC was added into elementary curriculum causing regular class subjects to have less time during the day. As a result, the learning outcomes are limited by the absence of sufficient time to learn in depth. The design of curriculum should emphasize practical and simple content in order to inspire student's interests and the self-confidence of English learning (Huang, 1998; Lee, 1998; Shi, 1999). Some creative activities could be integrated into the curriculum such as greeting activities, songs, games, and role-play situations (Cheng, 1998; Ho, 1998). Educational technology should be integrated into curriculum design, as it is the tool that is accessible and available in daily life through radio, television, and other media (Huang, 1998).

Environment

English is not spoken in daily life; thus producing a limited English environment policy. Therefore, teachers have to contribute by creating appropriate learning environments in the classroom (Ho, 1998). To ensure expected learning achievements, natural English environment should be provided in order to inspire student's learning. The class duration should be at least two hours a week, and the course should be intensive for higher achievement. The more the class hours, the better the learning outcomes (Shi, 1999).

Although elementary English courses in Taiwan are new, learning English at an

early age has been common in the country for some time due to the teaching of English courses in junior high school. As of two years ago, junior school students still had to score high enough on the regional high school entrance exam in order to continue on to high school studies. This exam included Chinese, mathematics, history, geography, and science as well as English proficiency. If they did not score high enough, they had to go to vocational schools, take the exam the next year, or stop their education entirely. It is a very competitive world in Taiwan among the high school applicants' entrance exams. If they do not get into high school, they will probably have fewer chances to further their education.

Culture

Very often, the English content for schools does not include culture as an integral component. As a result, people misinterpret the meaning of English vocabulary because they were not taught that vocabulary could have very different meanings from the words in American culture (Chen, 1999). "To be meaningful, language must be culture bound and culture specific" (Damen, 1987, p. 12). Culture influences the way English learners' think and how they communicate with people from the rest of the world. The cultural barriers can be crucial in people's language learning because language and culture are inseparable in a society (Robinett, 1978; Shi, 1980). Therefore, comprehension of English words depends on a clear understanding of the American culture.

Language is used to deliver meaning between human beings and meaning is determined by culture (Deng, 1994). This is also the rationale for integrating basic cultural information into English classes. Nevertheless, the influences of culture have also caused some problems and threats in today's teaching of English in Taiwan (Chan, 1990).

Robinett (1978) pointed that culture is reflected in the lexicon of the language of

that society. Today, in the twenty-first century, people realize that intercultural interactions of learning English can be frustrating or exciting depending on the comprehension of American culture (Chou, 1995). Educators should integrate the teaching of American culture into all classes when designing the curriculum. The idea of adding basic cultural information into teaching English has been noticed for a long time, but still has not yet been put into practice (Chen, 2000).

*The Ministry of Education's Policies and Practices of
Elementary English Education in Taiwan*

The Ministry of Education declared the new policy of Elementary English Education in 1996. In 1998, the elementary English teacher system was established under the implementation policy of EEE from the minister of MOE for preparing new teachers to teach in elementary schools. The three major sources of teachers are international students from English speaking countries, clergy from English-speaking countries, and graduates from English majors in Taiwan. The implementation of the new EEE program started in schools in Taipei as early as September of 1998 and all schools by year 2000. For ensuring the quality of the ongoing EEE program, a conference (members consists of government officers, teachers, and experts) will be held once every three months for the purpose of evaluating and improving the program. All the decisions and suggestions from the conference members will be carefully evaluated and declared as new refined polices to be practiced in all elementary schools in Taiwan (The MOE conference report on 11.27.2001).

Age in Second Language Acquisition (SLA)

There has been an increasing interest in researching the aspects of the most appropriate and sufficient age of language learning. When should children start to learn

the second language – English? This is one of the most frequently asked questions in Taiwan due to the new educational policy of adding English courses into elementary curriculum. Most people in Taiwan believe that language learning should start as early as possible; therefore, they send their children to cram/coaching school at night and weekends to reinforcing their children’s English language abilities. This supports the common belief is that moving the English learning course from junior high school to elementary school is appropriate (Liaw, 1998).

In the 1950s and 1960s, there was a common belief that the child had “a superior biological predisposition for language acquisition and this applies to second or third languages as well as to first languages” (McLaughlin, 1984, p. 68). Research studies have been published to verify this theory for the past decades. “At the age of nine the child is said to become more analytical in language learning” (Penfield & Roberts, 1959, p. 244). This means when human beings grow up, “for the purposes of learning language, the human brain becomes progressively stiff and rigid” and more analytical in language learning (p. 236). Although the older learners seem to have the advantage of vocabulary expansion, according to Penfield & Roberts (1964), the secret of child’s success in second language learning is a switch mechanism. By “switch mechanism,” those authors mean that before the age of nine, children can learn their first language and turn it into another language without confusion, translation, and a mother tongue accent. Children may use two languages at one time and translate in between without noticing they are using different languages in contrast to adults. This so-called “brain plasticity theory,” developed by Wilder Penfield and Lamar Roberts in 1959, suggests that younger children’s brains have a cellular receptivity to language acquisition.

Yet, it is a common phenomena that children who live in a foreign country usually

acquire the language naturally to the level of a native speaker while their parents might stay far behind. This situation implies that the language acquisition is related to the biological predisposition theory and also may be related to brain plasticity. "The brain plasticity theory suggests that the young child's brain has a cellular receptivity to language acquisition" (Asher & Price, 1967, p. 334).

Another theory regarding the optimal age of second language learning was presented by McNeill, in 1970 called "the biological predisposition theory." Although this theory did not explain that language abilities decrease with age, it stated an important concept that human beings are born with a unique capacity to learn language. It is believed that there is a "critical period" in the child's development when imprinting occurs for language acquisition. "The notion was popularized by ethnologists in their studies of imprinting in geese, chicks, fish, and other animals" (Beebe, 1988, p. 98). The capacity to learn a language was generated by the way these animals acted in the "critical period" being similar to the early development of humans. "That is a period during which different areas of the brain are able to assume a variety of functions, including language" (Beebe, 1988, p. 98).

Considering the aspect of the differences between children and adults, several researchers found different results that are counter to the language learning theories previously stated. In 1967, Asher and Price conducted a study in regard to the relationship between age and learning listening comprehension of Russian. Surprisingly, the results showed that adults had higher achievement than children in any age group in learning to understand Russian in the situation in which the Russian utterances were synchronized with physical movement

McLaughlin (1984) also suggested that the learning process in children and adults

is fundamentally the same. In fact, “The child’s constructions are shorter and simpler, and vocabulary is relative small when compared with what is necessary for adults to speak at the same level of competence in a second language as they achieve in their first language” (p. 217). Therefore, adults may have greater vocabulary skills than children. Gleitman (1970) also said that the reason children learn a new language with greater ease is that the language system of their peers is simpler than that to which adults are exposed.

Generally speaking, the main purpose of foreign language learning in a country is to enforce the development and modernization of the ability to compete in the world. Success in future careers requires the necessity of communicating with the outside world. In Taiwan, the assertion of the advantage in learning a second language at the early age is the prime-motivating factor that encourages administrators to promote children’s learning of English (Wu, 1999).

The new curriculum was enforced by the government’s careful consideration after reviewing all the factors regarding the age issue and all other factors (First to ninth grades curriculum alignment policy revision procedure, 2000). It is important to clarify what implications there would be for English courses throughout the school system in order to make this program effective.

Summary

The review of the literature has been written mainly from four literary resources written in Chinese and English. The four resources include books, articles, government documents, and newspapers in the topic of history of China, Taiwan, and education in China and Taiwan, English education in Taiwan, and current EEE. In this chapter, several related issues are included as the foundation of this study.

Chapter 3 describes the method in which this study will be processed. Chapter 4

will be a report of the findings from the survey questionnaires and Chapter 5 concludes with a summary, conclusions, discussions, and recommendations.

CHAPTER 3

Methodology

This study surveyed fifth-and sixth-grade English teachers in Taiwan to investigate their practices and beliefs concerning seven variables related to English Education. This chapter emphasizes the methodology and data collection procedures used in this study. The format manual used was the *Publication Manual*, (2001), 5th Ed., by the American Psychological Association, Washington, DC, which served to maintain the consistency and clarity for this dissertation. The University of Human Subject committee approved the final form of the instrument.

Review of Related Literature

A review of related literature regarding Elementary English Education (EEE) was presented in Chapter 2. The knowledge base was collected from the National Central Library in Taiwan, university and college libraries in Taiwan, the Ministry of Education in Taiwan, the National Institute of Educational Resources and Research in Taiwan, and the I.D. Weeks Library located on the campus of the University of South Dakota, Vermillion. The specific resources to review contained *Educational Resources Information Center (ERIC)*, *PALS*, *Dissertation Abstract International (DAI)*, and *Resources in Education (RIE)*.

Research Questions

1. What differences exist between the practices and beliefs of elementary fifth-and sixth-grade English teachers in Taiwan in response to the selected variables of teacher's qualifications and training, materials, teaching methods, assessment policies and practices, content/curriculum of English enclosure, environment, and culture?
2. What are the changes from the current Elementary English Education

policies/practices of the Ministry of Education elementary English teachers wish to implement?

3. What are the most successful practices of the current Elementary English Education program in Taiwan?

Population and Sample

According to the 1999 statistics report provided by the Ministry of Education (MOE) in Taiwan, there were 2,583 elementary schools with 98,745 teachers of all subjects. The researcher tried to search out the number of total EEE teachers, but there were no available statistics from the MOE as the number of EEE teachers. One thing that needs to be kept in mind is that the number of EEE teachers is rapidly increasing under the circumstances of the urgent need for teachers and the changeable EEE policies.

The population of this study was the in-service fifth-and sixth-grade elementary English teachers of EEE in Taiwan. The survey procedure started by the researcher securing a list of 2,583 schools from the Ministry of Education (MOE) and dividing that list of schools into three regions. The purpose of this division was to approximate an equal number of schools in each region, thus providing a regional balance to ensure accurate survey results. The list from the MOE-provided format listed the schools from the northern to the southern part of each section of Taiwan. (Available online <http://www.eje.ntnu.edu.tw/ejedata/kying/2002481910/90school.htm>). A number was assigned using the MOE format. Using the random table of numbers, 70 schools were randomly selected from each of the regions in Taiwan with a total of 210 schools in the sample. The selection of 210 schools was to guarantee the predetermined number (150) responses would be collected through the telephone survey, 50 from each area.

The survey was administered to one teacher from each selected elementary school

in Taiwan. The survey process was conducted with approximately 10 teachers per day starting from the northern section, 10 teachers per day in the central section, and then the same number of teachers in the southern region of Taiwan. The same order was repeated until 150 responses were collected from the sample population. As the results, the researcher made over 600 calls from the United States to Taiwan during the survey process. The survey duration was approximately three weeks.

Demographic information of the study group included educational background, years of teaching experience, and the possibility of experience of study abroad, grade level of teaching, age, and gender.

Instrumentation

The instrument used in this study was a researcher-developed questionnaire (Appendix D [English version] & E [Chinese version]). Sufficient literature was found to explain the expected practices and beliefs of elementary English teachers that lead to concerns about the EEE program in Taiwan for each of the questionnaire items. The items of the questionnaire were developed based on the literature review. The researcher also reviewed appropriate dissertations in order to frame appropriate categories and questions. The most discussed issues from the present publications were chosen to be the items in each of the seven categories. This survey procedure of calling from the United States to Taiwan was chosen because of its economy and convenience in gathering data from the overseas population. The literature and citations are listed under each of the questions except the demographic information in Part I. The questionnaires were comprised of three parts – demographic information, beliefs and practices, and two open-ended questions with a total of 49 questions.

In order to balance the questions in the categories of Practices and Beliefs, corresponding statements were given on a specific topic. The researcher read Practice statement 8 followed by Belief statement 9. Therefore, in the category of teacher's qualification and training, Practice statements were 8, 10, 12, 14 and Belief statements were 9, 11, 13, 15. In the category of materials, Practice statements were 16, 18, 20, and Belief statements were 17, 19, 21. In the category of teaching methods, Practice statements were 22, 24 and Belief statements were 23, 25. In the category of assessment policies and practices, Practice statements were 26, 28, and Belief statements were 27, 29. In the category of curriculum/content of English enclosures, Practice statements were 30, 32, 34, and Belief statements were 31, 33, 35. In the category of environment, Practice statements were 36, 38, 40, and Belief statements were 37, 39, 41. In the category of culture, Practice statements were 44, 46 and Belief statements were 45, 47.

Pilot Study

For the purpose of the validity and reliability of the instructions and the enclosure items, questionnaires were pilot tested with six Elementary English teachers in Taiwan. The selected pilot study samples were two selected participants from two schools in each of the three regions who are currently the school English teachers. These pilot respondents were not part of the final population. The final questionnaires were written based on feedback from the pilot study group.

Data Collection

The goal was to gather responses from teachers of Elementary English for the purpose of getting the most updated information. The respondents were selected to participate in the study via telephone to ensure the response rate. The duration of the data collection was approximately two to three weeks and all information was carefully

recorded. The survey process began with the following steps:

1. All the elementary schools in Taiwan were divided into three regions and assigned a number to each school based on that region.
2. A random table was used to choose the participant schools.
3. The school operators were called.
4. The researcher introduced herself to the school operators and asked to be transferred to a fifth-or sixth-grade English teacher. (See Appendix B)
5. The researcher introduced herself to the teachers then asked for participation and continued the survey. If the teacher was willing to participate the study, the researcher then began the survey. Otherwise, the researcher called the next selected sample in the same region.
6. If the participants were not available, the researcher asked when to call back. The researcher was prepared to call two or three times to each participant should the repeat contacts be necessary.

(For the purposes of accuracy and credibility, and for further reference, each respondent's answer was recorded ([with respondents' authorization])

Data Analysis

The questionnaire was designed by the researcher to answer the research questions in the study. (See Appendix D) Information obtained from the survey instrument was analyzed primarily using the computerized statistics software, SPSS. Descriptive and inferential statistics, including means, standard deviations, frequency counts, percentages, and paired sample *t* test were used to draw the conclusions and recommendations to answer the research questions listed in Chapter I.

Responses to the demographic questions in Part I were reported by using frequency counts and percentages according to the participants' characteristic categories. Descriptive analysis was used to present the data with tables in Research Question One. Mean (M), standard deviation (SD) were reported for each belief question in Part II and the practice questions in Part III for individual questions and for each group of questions that focused on seven categories (1) Teacher's qualifications and training, (2) Materials, (3) Teaching methods, (4) Assessment policies and practices, (5) Content/curriculum of English enclosures, (6) Environment, and (7) Culture. Dependent paired samples *t* tests were also used to analyze data for distinguishing the differences between teachers' practices and beliefs to provide the answer for the Research Question One. The last two questions are topic-oriented classifying the teachers' responses regarding their desired changes and the most successful on-going practices of the program. The responses to Part IV were ranked according to the occurrence frequency to provide the findings for Research Questions Two and Three. The .05 level of significance was used for all *t*-tests and analysis of variances. The study results are presented in Chapter 4.

Chapter 4

Findings

The purpose of conducting this research was to investigate the Taiwanese Elementary English Education (EEE) program, surveying fifth- and sixth-grade English teachers' practices and beliefs of the current curriculum. The population was all elementary English teachers from 2,583 elementary schools in Taiwan. The total number representing the sample was 150. For the validity of the study, the collected sample was randomly selected and divided evenly in each of the three regions – northern, central, and southern Taiwan.

This chapter contains a description of the data and the analysis of statistical significance of differences among the variables in the study which includes teachers' qualifications and training, materials, teaching methods, assessment policies and practices, content/curriculum of English enclosures, environment, and culture. To better explain the data and tables, the telephone survey responses are presented first in this chapter and demographic information is presented in the second section. Section three is the presentation of the open-ended research questions and responses.

Survey Responses

The survey procedure started by the researcher securing a list of 2,583 schools from the Ministry of Education (MOE) and dividing that list of schools into three regions. The purpose of this division was to approximate an equal number of schools in each region, thus providing a regional balance to ensure accurate survey results. The list from the MOE-provided format listed the schools from the northern to the southern part of each section of Taiwan. (available online <http://www.eje.ntnu.edu.tw/ejedata/kying/2002481910/90school.htm>). A number was assigned to each school using the MOE

format. Using the random table of numbers, 70 schools were randomly selected from each of the regions in Taiwan with a total of 210 schools having been chosen. The selection of 210 schools was to guarantee the predetermined number (150) of responses would be collected through the telephone survey, 50 from each area. The researcher began calling schools number one and proceed until 50 responses were collected.

The survey was administered to one teacher from each selected elementary school in Taiwan. The survey process was conducted with approximately 10 teachers per day starting from the northern section, 10 teachers per day in the central section, and then the same number of teachers in the southern region of Taiwan. The same order was repeated until 150 responses were collected from the sample population. As the result, the researcher made over 600 calls from the United States to Taiwan during the survey process. The survey duration was approximately three weeks. The distribution of school districts from which the participants were chosen is shown on Table 1. For purposes of anonymity the researcher guaranteed that each school building and names of the individual respondents would not be made public.

Table 1

Population Breakdown of Regions Responding to the Survey

| Population | | <u>Number of Responses</u> | |
|------------------|--------|----------------------------|-------|
| Area | Region | | Total |
| Northern Taiwan | | | 50 |
| Taipei City | 11 | | |
| Taipei County | 10 | | |
| Ilan County | 4 | | |
| Taoyuan County | 10 | | |
| Hsinchu County | 7 | | |
| Keelung City | 3 | | |
| Hualien County | 5 | | |
| Central Taiwan | | | 50 |
| Miaoli County | 8 | | |
| Taichung City | 6 | | |
| Taichung County | 10 | | |
| Changhua County | 8 | | |
| Nantou County | 7 | | |
| Yunlin County | 1 | | |
| Southern Taiwan | | | 50 |
| Chiai County | 7 | | |
| Tainan City | 2 | | |
| Tainan County | 12 | | |
| Kaohsiung City | 4 | | |
| Kaohsiung County | 6 | | |
| Pingtung County | 12 | | |
| Taitung County | 7 | | |

Demographic Information

A seven-page survey instrument of 50 items with a demographic section was used to survey 150 elementary English teachers in Taiwan. The demographic information was used to provide an understanding of each individual sample. (See Appendix G for detailed graphic figures)

Table 2

Gender of the Respondents

| Gender | <i>N</i> | Percentage |
|--------|----------|------------|
| Male | 32 | 21.33 |
| Female | 118 | 78.67 |

As reflected in Table 2 of the 150 teachers, there were 32 male teachers equaling 21.33% of the sample population and 118 female teachers for 78.67 %.

Table 3

Age of the Respondents

| Age | <i>N</i> | Percentage |
|-------------|----------|------------|
| 20-30 | 76 | 50.67 |
| 31-40 | 50 | 33.33 |
| 41-50 | 23 | 15.33 |
| 51 or above | 1 | .67 |

The age range of the responding elementary English teachers are demonstrated in Table 3. Seventy-six (50.67%) teachers were in the age range of 20 to 30 years old. Fifty (33.33%) teachers were between 31 to 40 years old and 23 teachers (15.33%) were between 41-50 years old. Only one teacher (0.67%) was 50 years of age or above.

Table 4

Educational Background of the Respondents

| Educational background | <i>N</i> | Percentage |
|------------------------|----------|------------|
| Less than a B.A. | 2 | 1.33 |
| B.A. | 104 | 69.33 |
| M.A. | 44 | 29.33 |

The data in Table 4 indicated that only two (1.33%) of the elementary English teachers in Taiwan responding to the survey had less than a bachelor's degree. One hundred and four teachers (69.33%) are college graduates and 44 (29.33%) of the participants have a master's degree.

Table 5

Study Abroad Experiences of the Respondents

| Study abroad experiences ^a | <i>N</i> | Percentage |
|--|-----------------|-------------------|
| None | 81 | 54.00 |
| Less than 1 year | 34 | 22.67 |
| 1-2 years | 12 | 8.00 |
| 3-4 years | 15 | 10.00 |
| More than 5 years | 8 | 5.33 |

a. The study abroad experiences locations are limited to the English speaking countries, such as the United States, Canada, Australia, and so on.

According to the statistics, 81 elementary English teachers (54.00%) have never studied in any of the English-speaking countries and 34 teachers (22.67%) have less than one year of studying abroad. Thus, the majority of the respondents (76.67%) have no experiences or less than one year of experience of studying abroad. Only 12 respondents (8.00%) have one to two years of experience studying aboard, 15 respondents (10.00%) have three to four years of experience, and eight (5.33%) of the respondents have more than five years of experience in an English-speaking country.

Table 6*Years of Teaching Experience of the Respondents*

| Teaching experiences | <i>N</i> | Percentage |
|----------------------|----------|------------|
| Less than 4 years | 138 | 92.00 |
| 5-10 years | 11 | 7.33 |
| 11-20 years | 1 | .67 |

According to the data shown in Table 6, the majority of the participants ($N=138$, 92.00%) have less than four years of elementary English teaching experience. For all the 150 participants, there are 11 teachers (7.33%) who have five to 10 years of teaching experience and only one teacher (0.67%) who has more than 11 years of teaching experience in elementary English.

Table 7*Grade Level Taught by the Respondents*

| Grade level | <i>N</i> | Percentage |
|--|----------|------------|
| 5 th | 13 | 8.67 |
| 6 th | 4 | 2.67 |
| 5 th and 6 th | 58 | 38.76 |
| 5 th , 6 th , and lower grades | 48 | 32.00 |
| 5 th or 6 th and lower grades | 27 | 18.00 |

A wide variety of grade levels are represented in Table 7. Thirteen respondents (8.67%) were teaching in the fifth grade, and 2.67% of the respondents ($N = 4$) were teaching in the sixth grade. There were 38.76% of the respondents ($N = 58$) teaching both fifth and sixth grades in either the classrooms or a language lab. There were 48 teachers (32.00%) teaching in the lower grades in addition to the fifth and sixth grades. The rest of the teachers ($N=27$, 18.00%) were teaching either in 5th or 6th grade in addition to the lower grades.

Table 8

The Year the Participant Schools Started Teaching English in Taiwan

| Starting year | <i>N</i> | Percentage |
|---------------|----------|------------|
| 1996 | 1 | .67 |
| 1997 | 4 | 2.67 |
| 1998 | 14 | 9.33 |
| 1999 | 23 | 15.33 |
| 2000 | 20 | 13.33 |
| 2001 | 88 | 58.67 |

Table 8 presents the year the elementary English program started in the participant schools. As can be seen in the table 4, there was only one school that started the elementary English program in 1996. Four schools started the program in 1997 and 14 schools in 1998. Some schools started the program during the year of 1999 ($N=23$) and 2000 ($N=20$) while the majority 58.67% ($N=88$) of schools started the program in the year

2001 under the Ministry of Education regulation.

Research Question Findings

This section addresses all the research questions in the study. The data gathered from Part II and Part III of the survey instrument are explained by the following tables. (See Appendix H for detailed graphic figures). In reviewing Table 9, it must be restated that under each of the seven variables corresponding statements were analyzed, for example, under teachers' qualifications and training, Practices Statement 8 corresponds to Beliefs Statements 9, and so on.

Table 9*Survey Item Numbers as Related to Teachers' Practices and Beliefs*

| Categories | Survey Item Number | |
|---|---------------------------|----------------|
| Part I | | |
| Demographic Information | 1-7 | |
| Part II | | |
| Variables | Practices | Beliefs |
| Teacher's Qualifications and Training | 8,10,12,14 | 9,11,13,15 |
| Materials | 16,18,20 | 17,19,21 |
| Teaching Methods | 22,24 | 23,25 |
| Assessment Polices and Practices | 26,28 | 27,29 |
| Content/Curriculum of English Enclosures | 30,32,34 | 31,33,35 |
| Environment | 36,38,40,42 | 37,39,41,43 |
| Culture | 44,46 | 45,47 |
| Part III | | |
| Open-ended questions | 48-50 | |

Differences between the Practices and Beliefs

The results of the contrast between the practices and the beliefs of fifth-and sixth-grade elementary English teachers are recorded based on seven variables. Those variables are teachers' qualification and training, materials, teaching methods, assessment polices and practices, content/curriculum of English enclosures, environment, and culture. The data are presented from Table 10 to Table 16.

*Teachers' qualifications and training.***Table 10**

Practices and Beliefs as Related to the Teachers' Qualifications and Training for Elementary English Education in Taiwan

| Item | <u>Practices</u> | | <u>Beliefs</u> | | <i>t</i> | <i>p</i> |
|------------------------------|------------------|-----------|----------------|-----------|----------|----------|
| | <i>Means</i> | <i>SD</i> | <i>Means</i> | <i>SD</i> | | |
| Qualification exam indicates | 3.13 | .96 | 3.10 | .97 | .28 | .79 |
| Sufficient knowledge | 4.01 | .78 | 2.79 | .97 | 2.60 | .00* |
| Sufficient training program | 2.87 | 1.08 | 4.48 | .58 | 5.79 | .00* |
| Teaching support | 2.79 | 1.01 | 4.44 | .60 | 7.22 | .00* |

* denotes significant differences at $p < .05$

The paired sample *t* test was conducted to evaluate whether teachers' practices match their beliefs regarding teacher's qualification and training. Data regarding teachers' practices and beliefs related to the teachers' qualifications and training are summarized in Table 10. Teachers ($M=3.13$) were uncertain if they were a better teachers because they had passed the national elementary English teachers' qualification examination. The participants ($M=3.10$) were uncertain that if teachers who passed the National Teacher's Qualification Exam were better teachers in the field.

The teachers ($M= 4.01$) agreed that they have sufficient knowledge to teach English courses in elementary schools. With the $M=2.79$, the participants reported that they were uncertain that all teachers in an elementary English program had sufficient knowledge to do

their jobs.

The minority of teachers ($M = 2.87$) were uncertain if there were sufficient training opportunities from the government or schools. However, the majority of the participants ($M = 4.48$) believed that there should be sufficient training programs available to all Elementary English teachers in Taiwan.

The participants ($M = 2.79$) felt unsure if they had support from the Ministry of Education (MOE) and schools. The majority of the respondents ($M = 4.44$) believed that teachers should have support from the Ministry of Education and schools for all their teaching training needs.

In the variable concerning qualification examination, there were no significant differences between the participants' practices and beliefs. However, in the following three variables significant differences were found. Teachers' practices ($M = 4.01$) were significantly different from their beliefs ($M = 2.79$), $t(150) = 2.60$, $p = .00$ on the issue of sufficient knowledge to teach English courses in the elementary schools. It indicated that teachers tended to believe they had sufficient knowledge in teaching English, but do not believe all the in-service teachers have sufficient knowledge to teach.

Teachers' practices ($M = 2.87$) is significantly different from their beliefs ($M = 4.48$), $t(150) = 5.79$, $p = .00$, regarding the teacher's training program. Most respondents believed that they needed to have sufficient training opportunities while there were not enough programs to supply this need.

Teachers' practices ($M = 2.79$) is significantly different from their beliefs ($M = 4.44$), $t(150) = 7.22$, $p = .00$, regarding teaching support. This information reflected that most participants believed that they needed to have support from the schools or the MOE while insufficient support was given for all their teaching needs.

Materials.

Table 11

Practices and Beliefs as Related to Materials of Elementary English Education in Taiwan

| Item | <u>Practices</u> | | <u>Beliefs</u> | | <i>t</i> | <i>p</i> |
|------------------------------|------------------|-----------|----------------|-----------|----------|----------|
| | <i>Means</i> | <i>SD</i> | <i>Means</i> | <i>SD</i> | | |
| Right to choose materials | 4.33 | .77 | 4.62 | .54 | 4.66 | .00 |
| Materials based on real life | 4.03 | .86 | 4.45 | .66 | 4.96 | .00 |
| Integrated with technology | 4.18 | .86 | 4.27 | .82 | 1.04 | .30 |

According to the table 11, most participant schools and the participants themselves ($M= 4.33$) had the right to choose their own teaching materials for their students. Most participants ($M= 4.62$) believed that the schools or they themselves should have the right to choose their own teaching materials.

Most respondents ($M= 4.03$) were using teaching materials that are based on practical use or related to real life. The statistics result of $M= 4.45$ indicated that most participants believed that all teachers should be able to adopt materials that were based on practical use or related to real life for their students.

As to the design of the materials, many participants ($M= 4.18$) are using materials that are integrated with visual aids and educational technology. Also, the result of $M= 4.27$ indicated that most participants believed teachers should use materials that are

integrated with visual aids (pictures, flash cards and so on) as well as educational technology.

In the categories of materials and technology integration no significant differences were reported. As the data shown in table 11, teachers' practices ($M = 4.33$) are not significantly different from their beliefs ($M = 4.62$), $t(150) = 4.66$, $p = .00$, regarding the rights to choose their own materials. The results indicated that most schools and teachers believed that they should have the right to choose their own materials and were able to do so.

Most teacher ($M = 4.45$) believed that teaching materials should be based on practical use and most teachers ($M = 4.03$), $t(150) = 4.96$, $p = .00$, were able to adapt these materials. Teachers ($M = 4.27$) also believed that teaching materials should be integrated with visual aids (pictures, jazz chants, flash cards and so on) and educational technology than those who ($M = 4.18$), $t(150) = 1.04$, $p = .00$, were using these technique.

Teaching Methods.

Table 12

Practices and Beliefs as Related to Teaching Methods of Elementary English Education in Taiwan

| Item | <u>Practices</u> | | <u>Beliefs</u> | | <i>t</i> | <i>p</i> |
|---|------------------|-----------|----------------|-----------|----------|----------|
| | <i>Means</i> | <i>SD</i> | <i>Means</i> | <i>SD</i> | | |
| Integrated with materials and activities | 4.23 | .59 | 4.49 | .58 | .20 | .85 |
| Designed according to students' abilities | 4.08 | .65 | 4.49 | .69 | 5.80 | .00* |

* denotes significant difference at $p < .05$.

Most participants ($M = 4.23$) were adopting teaching methods integrated with appropriate materials and activities to fit students' needs. Table 12 presents data showing the result of $M = 4.49$ which reflects most respondents believed that teaching methods should be integrated with appropriate materials and activities to fit student's needs.

Also, most participants ($M = 4.08$) were using methods that were designed according to their students' English abilities. The result of M on the teaching method selection was 4.49. It indicates the participants believed teachers should choose teaching methods according to students' English abilities, not teacher's preference.

There was no significant difference in the category of integrating the materials

and activities when assessing practices and beliefs. Table 12 presents data showing the result of teachers' practices and beliefs is significantly different regarding teaching method designed according to students' abilities. Teachers ($M= 4.08$) which reflects fewer participants were using methods that were designed according to their students' English abilities than those who ($M = 4.49$), $t(150) = 5.80$, $p = .00$, believed in designed the materials according to students' abilities.

Assessment Policies and Practices.

Table 13

Practices and Beliefs as Related to Assessment of Elementary English Education in Taiwan Education in Taiwan

| Item | <u>Practices</u> | | <u>Beliefs</u> | | <i>t</i> | <i>p</i> |
|--|------------------|-----------|----------------|-----------|----------|----------|
| | <i>Means</i> | <i>SD</i> | <i>Means</i> | <i>SD</i> | | |
| Variety of assessments used | 4.41 | .59 | 4.39 | .76 | .38 | .71 |
| Alternative assessments achieve higher outcomes | 4.29 | .62 | 4.07 | .78 | 3.49 | .00 |

The majority of the respondents ($M= 4.41$) were using assessments other than traditional written tests to evaluate their students' learning outcomes. Most participants ($M= 4.39$) believed teachers should consider a variety of assessments in evaluating students' learning outcomes such as portfolios, conversations, songs, role-playing and so on instead of merely using traditional written tests.

Also, most participants ($M= 4.29$) who were adopting alternative assessments

found their students had higher achievements comparing to when they only used written tests. Most participants ($M= 4.07$) believed by adopting the alternative assessments other than the traditional written tests helped students to achieve higher learning outcomes.

The results of the t test indicated that there was no significant difference between teachers' practices and beliefs regarding adapting alternative assessment and the help of alternative assessment to achieve students' learning outcomes.

Content/Curriculum of English Enclosures.

Table 14

Practices and Beliefs as Related to Content/Curriculum of English Enclosures of Elementary English Education in Taiwan

| Item | <u>Practices</u> | | <u>Beliefs</u> | | t | p |
|---|------------------|-----------|----------------|-----------|------|------|
| | <i>Means</i> | <i>SD</i> | <i>Means</i> | <i>SD</i> | | |
| Focus on listening and speaking | 4.42 | .62 | 4.11 | .97 | 3.39 | .00 |
| Emphasis on student's interests and self-confidence | 4.09 | .68 | 4.59 | .53 | 7.92 | .00* |
| Utilize teaching components | 3.90 | .80 | 4.44 | .64 | 7.65 | .00* |

* denotes significant difference at $P < .05$.

According to the statistics, most participants ($M= 4.42$) focused on listening and speaking skills when teaching in the classroom. Also, Table 14 showed that most

participants ($M= 4.11$) believed teaching content should mainly focus on listening and speaking skills.

The course content of most participants ($M= 4.09$) emphasized inspiring students' interests and self-confidence in speaking of the learning of English. The survey statement related to students' interests and self-confidence resulted in $M= 4.59$. It showed that most participants believed class content has to place emphasis on inspiring students' interests and self-confidence in English learning.

Most participants ($M= 3.90$) had been utilizing teaching components to help their teaching. The result received from teaching components manipulation was $M= 4.44$ that indicated teachers believed that to ensure student's learning outcomes, they should design or choose course content to utilize teaching components such as educational technology, visual aids (pictures, flash cards, etc), textbooks, and so on.

In the content/curriculum of English enclosures, the t test results indicated it is significant between teachers' practices and beliefs regarding emphasis on students' interests and self-confidence and utilize teaching components. Participants' course content ($M = 4.09$) emphasized inspiring students' interests and self-confidence in speaking of the learning of English in their classroom teaching while more teachers ($M = 4.59$), $t(150) = 7.92, p = .00$, believed that class content has to place emphasis on inspiring students' interests and self-confidence in English learning. Also, fewer participants ($M = 3.90$) had been utilizing teaching components to help their teaching than teachers ($M = 4.44$), $t(150) = 7.65, p = .00$, believed that to ensure student's learning outcomes, they should design or choose course content to utilize teaching components such as educational technology, visual aids (pictures, flash cards, etc), textbooks, and so on.

Environment.

Table 15

Practices and Beliefs as Related to Environment of Elementary English Education in Taiwan

| Item | <u>Practices</u> | | <u>Beliefs</u> | | <i>t</i> | <i>p</i> |
|---------------------------------|------------------|-----------|----------------|-----------|----------|----------|
| | <i>Means</i> | <i>SD</i> | <i>Means</i> | <i>SD</i> | | |
| Natural learning environment | 3.81 | .81 | 4.35 | .70 | 6.80 | .00* |
| Sufficient class periods a week | 2.97 | 1.88 | 4.53 | .90 | 9.17 | .00* |
| No cram/coaching schools | 2.05 | .92 | 2.71 | .99 | 6.55 | .00* |
| Start from fifth grade | 2.40 | 1.86 | 2.07 | 1.16 | 1.94 | .06 |

* denotes significant difference at .05.

Most participants ($M = 3.81$) responded that they created a natural environment for students and most participants ($M = 4.35$) agreed that teachers should create such a natural language environment for students in the classroom and at school. The minority of the participant schools ($M = 2.97$) were having English courses less than two class periods a week while the result of $M = 4.53$ that indicated most participants believe that elementary English courses should be at least two class periods a week.

Most students in participant schools ($M = 2.05$) were attending Children's English classes in cram/coaching schools after the implementation of elementary English education. Also, the result ($M = 2.71$) indicated that most participants agreed there was a

need for students to attend English classes in cram/coaching schools after the implementation of the Elementary English Education.

Most participant schools ($M = 2.40$) did not start English teaching at fifth grade. According to the MOE policy, the elementary English program had to start at fifth grade, which meant that most participant schools started the program at a lower grade than fifth. Most teachers ($M = 2.07$) did not believe starting to teach English at the fifth grade was appropriate.

According to the t test, the results indicated the significance between teachers' practices and beliefs as stated in the following. Fewer participants ($M = 3.81$) responded that they had created a natural environment for students than those participants ($M = 4.35$), $t(150) = 6.80$, $p = .00$ who agreed that teachers should create such a natural language environment for students in the classroom and at school.

The minorities of the participant schools ($M = 2.97$) were having English courses less than two class periods a week while the result of $M = 4.53$, $t(150) = 9.17$, $p = .00$ that indicated most participants believed that elementary English courses should be at least two class periods a week.

Most students in participant schools ($M = 2.05$) were attending Children's English classes in cram/coaching schools after the implementation of elementary English education while fewer teachers ($M = 2.71$), $t(150) = 6.55$, $p = .00$ agreed there is a need for students to attend English classes in cram/coaching schools after the implementation of the Elementary English Education.

*Culture.***Table 16***Practices and Beliefs as Related to Introduction to the Culture of Elementary English Education in Taiwan*

| Item | <u>Practices</u> | | <u>Beliefs</u> | | <i>t</i> | <i>p</i> |
|---|-------------------------|----------------|-----------------------|----------------|----------|----------|
| | <i>Practices</i> | <i>Beliefs</i> | <i>Practices</i> | <i>Beliefs</i> | | |
| Integrated with American and Taiwanese cultures | 4.01 | 4.51 | .80 | .59 | 7.18 | .00* |
| Introduce American culture | 4.09 | 3.90 | .67 | .84 | 3.03 | .00 |

* denotes significant difference at .05.

The majority of respondents ($M = 4.01$) designed the curriculum with both Taiwanese and American culture. Most participants ($M = 4.51$) believed the curriculum design should integrate the Taiwanese culture as well as American culture. Most participants ($M = 4.09$) found that introducing American culture in class has benefited their students' language learning. Also, most participants ($M = 3.90$) believed that a good understanding of American culture will benefit student's English language learning.

The t test results showed the significant difference between teachers' practices and beliefs regarding cultural integration. More participants ($M = 4.51$) believed the curriculum design should integrate the Taiwanese culture as well as American culture than teachers ($M = 4.01$), $t(150) = 7.18$, $p = .00$, who actually designed the curriculum

with both Taiwanese and American cultures.

The Changes of the Current Elementary English Education

Policies/Practices Teachers Hope to Implement

The participants' responses were analyzed and are presented here in the following manner in response to the first (see above) open-ended research question (research question two). The top 10 topics were presented below from the ranking results according to the frequency of occurrence in the responses. It should be noted in the dialog that specific number maybe given related to the segment of the overall topic, thus causing the responses not to appear in the ranking order.

1. Elementary English Teacher Related Issues

The insufficient number of English teachers and the quality of teachers' qualification were the most commonly mentioned issues in the Elementary English program as reported by 78 participants. The shortage of Elementary English teachers resulted in the in-service teachers failure to provide individual English learning. Sometimes, English teachers are responsible for annual achievement presentations. For some schools that only has one or two teachers, it caused them to work overtime without other teachers help.

In addition, some participants mentioned that most schools preferred to start English curriculum in a lower grade, but cannot put it into practice because English teachers are hard to find. Besides, there were no qualification regulations from the MOE for the prospective teachers. School administrators were reported to be seeking appropriate teacher hiring criteria. To solve the insufficient number of English Teachers, one of the solutions that some teachers believed should be taken as a serious consideration was to recruit native English speaking teachers in addition to Taiwanese Elementary English teachers.

The national standards of teacher's qualification were unclear. After the national elementary English teacher's qualification examination, there still were a great need of English teachers (especially after some qualified test takers dropped out of the training course half way through) therefore reducing the number of certified teachers. Some participants ($N=23$) addressed that there were numbers of teachers who would like to be English teachers, but did not know how to make themselves qualified. In response to this concern, some colleges and universities are providing training programs for less tuition.

Nevertheless, the issue of the qualified training programs emerged because some teaching license programs only require people who are interested in teaching elementary English to attend a two to seven day's conference. Even, the training programs from the universities or colleges are not consistent, some require 20 credits and others require a couple of days' training while still others require more than a year to accomplish English teaching proficiency. The respondents believed that a policy of elementary English qualification and teaching goals should be established.

Most English teachers are hired as classroom teachers; they have to be responsible for the class to which they are assigned. The extra administrative work besides the regular teaching takes their less preparation time. The survey found that most teachers hope to become subject teachers who only concentrate on English teaching instead of classroom teacher who is also responsible for school duties.

2. Divide Students According to Their English Abilities

According to the participants' responses, a variety of English abilities among elementary students presented teaching difficulties. The trend of attending children's English courses provided by cram/coaching school in the after school hours is one issue. Some students have been learning English from as early as five to six years old. When the

new English program started to be implemented in the Elementary level, some students already have had more than five years of English learning experiences. This situation has contributed to the variety of English abilities among students in one class. There were 18 respondents who suggested that children could be divided into English ability level groups.

However, parents would probably disagree with the idea of dividing students according to their English abilities. They would not want their children to be in the lower level class. Another issue is how to evaluate students' abilities. The respondents made one suggestion for the problem, instead of dividing all students according to their abilities, some teachers mentioned to separating two classes of students into two groups. Then have two teachers teach at the same time but different classroom.

3. Age and Elementary English Education

English learning in the elementary level should be as early as first grade, even some teachers suggested to start during kindergarten. The teachers (N=56) believed that second language learning should be started early.

4. Class Size and Classroom Management

Most elementary schools currently have about 30-35 students in one class who making the classroom management difficult for teachers. Some teachers (N=37) hope to reduce the class size to at least fewer than 20 students and 15 is the most desired class size. Then the respondents felt they would be able to pay attention to each individual student. Most schools have only one or two English teachers, thus, a teacher would have to teach 10-15 classes with a total of more than 300 students. Under these circumstances, teachers felt that they would not have enough time to get to know their students, present the English curriculum, and have good classroom management.

5. Learning Environment Issues

The official language in Taiwan is Mandarin. Even though English is going to be one of the official languages within six years, people in Taiwan are not used to communicating in English in their daily life. The participants ($N=17$) suggested that the daily review of the class content would need to involve in parents' cooperation at home to help students' language learning.

The first half period of the class is mainly about reviewing last week's material. Further, English class is only scheduled for one time a week; with the result that the students forget what they learned the week before. With the lack of English speaking opportunities outside the classroom and the insufficient English class hours, students often felt English is hard to learn. Therefore, some teachers ($N=44$) believed that more class hours for English learning is necessary. It is important to have practice as often as possible when learning a language. Instead of having two class periods in one day, English class can be changed to 20-30 minutes a day for better learning outcomes. Classroom teachers should use English to teach other subjects.

Some teachers ($N=12$) even mentioned that the way students learn Mandarin should also be applied to English learning for achieving higher language learning outcomes. In other words, the strategy of learning first language should be applied to learn the second language.

Teachers also believed that to inspire student's learning is important. Some students choose not to speak English in the class because they are afraid that others would laugh at them when they made mistakes. Some schools located in the rural area do not take English learning as seriously as people in the city. This has stopped students from learning the language. Teachers ($N=24$) felt that they should encourage students to use

any practice opportunities in the class and try to have students with higher level of English abilities help others to learn. Most students do not take English learning seriously because the grade wouldn't show in their transcripts as other subjects. English grades are not report on the official transcript, but only for reference. This situation made most students think English class is merely the time to have fun.

Most teachers do not have their own classroom for English teaching, but carry all the teaching aids with them and move from one classroom to another. Therefore, it is difficult for teachers to create a natural language environment for students. Teachers believed that a classroom specifically for language teaching would save them preparation time and benefit student's learning. Also, teaching equipment, such as projectors, computers, and other technological tools should be provided by school to assist in teaching.

City teachers are able to get teaching resources more often than teachers in the rural area. For example, publishers would rather present their materials to schools in the city than in the countryside because of the larger market in the cities. Some resources have never been available to schools outside the cities.

6. Support from the MOE and Schools for Teaching Needs

Even though the results showed that most teachers ($N=84$) have the support from the MOE and schools, teachers reflected that there are not sufficient teacher training programs available from the government. Most training courses are provided by publishers for selling their teaching materials. Some teachers also reflected that the existing training programs have heavy emphasis on theory, but not on the practical use of the English curriculum. The participants believed that this phenomenon showed the need of increasing authorized training programs, conferences, and workshops from the

government.

Some teachers ($N=9$) mentioned that the differences between English accents in countries can be enormous and confusing from one to the other for English language learners. It may assist in this concern that the MOE has declared that English teaching in the elementary level should be mainly based on American accent. For those teachers who do not have the experiences of studying abroad in the English speaking countries, they found it is hard to judge which accent is an American accent. Nor do they know the daily language usage in America. For all the above reasons in-service teachers' study abroad opportunities are highly desired to be provided from the MOE and schools.

7. Teaching Materials

The teachers reported the design of material did not take into consideration suitable activities for students in the sixth grade and therefore changes should be made. Most teachers ($N=26$) felt that the activities in sixth graders' materials were actually designed for lower graders; sixth graders do not like to participate in games when they are considered to be teenagers. Because the design of materials mainly focuses on listening and speaking, the content does not correspond to materials for junior high school students. The curriculum connection between elementary schools and junior high schools has not been established. The curriculum planner should be required to have a good understanding of the real teaching world by observing classes in schools located in different regions.

8. Educational Technology

Teachers ($N=20$) suggested that technology needs to be widely used to help teaching. They also stated related training courses need to be provided.

9. American Culture

Some teachers ($N=18$) felt that frequent contacts with American culture are needed for enhancing language learning. Mandarin should also be used to help students' learning in classes for a better understanding of the materials.

10. Bilingual Program or English as A Second Language Program

Since the government is making English as one of the official languages in Taiwan, the question of whether the government tries to make English curriculum a bilingual program or English as a foreign language program has been asked ($N=13$). The respondents were unsure if there is one right answer to this question.

The Most Successful Policy/Practices of the Current Elementary English Program

The final topics are listed and presented in the following manner in response to the second open-ended question in the study (see above). Each of the topics was ranked according to the frequency of occurrence in the responses of the teachers.

1. The government has started to emphasize English learning in the elementary level regardless of the careless planning of the program. ($N=89$)
2. Students' English listening and speaking abilities have improved. Students use English more often in and outside the classroom. They also enjoy learning English from each other. ($N=72$)
3. Comparing to the old program, students tend to be more interested in English learning now. Without the pressure of an examination, they are inclined to like to learn English. ($N=55$)
4. English used to be based on the materials and only learned in the classroom. It usually lacked practical use, nor was it related to real life. With the implementation of the new program, students have learned to use English in their daily life. ($N=43$)
5. The design of the program focuses on learning English naturally. ($N=32$)

6. Teachers started using technological tools to assist their teaching. ($N=26$)
7. For students whose parents cannot afford to send their children to English courses in the Cram/coaching School, students now have the chance to learn English as well. ($N=21$)
8. Teachers in the new program tend to be more enthusiastic and patient than teachers in the old program in junior high school. They loved to attend conferences and workshops to improve their teaching and reported being willing to try a variety of teaching methods and materials to help students' learning. ($N=13$)
9. People in Taiwan have realized the urgent need to learn English, as it has become one of the subjects in elementary curriculum. ($N=12$)
10. Elementary English Teacher's qualification is generally better than teachers in junior high schools. ($N=9$)
11. The more languages a person learned, the greater the opportunity a person has to experience the culture. ($N=7$)

CHAPTER 5

Summary, Conclusions, Discussion, and Recommendations

Summary

Introduction

There is an urgent need for learning English in Taiwan because of the concept of the “Global Village” and the development plan of the Asian-Pacific economic center. The ability to communicate in English is the key to contact with the outside world. Therefore, understanding that need, the Ministry of Education (MOE) added the English program into elementary curriculum starting in the fifth grade in the year 2001. The purpose of accomplishing the English language learning became a necessity for citizens of Taiwan, Republic of China.

The regulations from MOE indicated the implementation of the program should be in 2001. Some schools, especially, in the cities began the program as early as 1996 in the fifth grade and gradually planned for the program for first through fourth grade. The lack of a specific language plan has made the program implementation confront some disputed topics. In this study, the topics were divided into seven categories – (1) teachers' qualifications and training, (2) materials, (3) teaching methods, (4) assessment policies and practices, (5) content/curriculum of English enclosures, (6) environment, and (7) culture.

In addition, two misunderstandings of learning English have influenced the Taiwanese Elementary English program. Those misunderstandings are that high test performances indicated English has been learned optimally, and writing and reading skills of English are more important to learn than speaking and listening skills. Thus, the new

elementary English program was designed with the expectation of achieving functional English communication proficiencies among Taiwanese citizens. Because of the above situations, the researcher found the need for evaluating the current teachers' practices and beliefs concerning the ongoing program to help provide information for further program analysis.

Problem Statement

This research was mainly focused on the in-service fifth-and sixth-grade elementary English teachers. The study was conducted for a thorough understanding of the current elementary English education situation by surveying teachers' practices and beliefs to gain the knowledge of teachers' perceptions of the new programs.

Literature Review

In an effort to provide a theoretical research base, related literature was selected and reviewed. The review of the literature showed no study of elementary teachers' practices and beliefs regarding this program. Prior studies have asked teachers about individual variables found in this study, but no prior research has been conducted to investigate the program in terms of teacher's perceptions. Therefore, related literature were selected and reviewed to serve as the background knowledge of the study which contains an introduction to people, language, and the learning environment in Taiwan; a brief historical review of the English education in Taiwan from the 1830's to the present; the origin and development of new elementary English program; a explicit description of why English is important to learn in Taiwan; an overview of what an ideal English as a Foreign Language (EFL) program should be; background information of the elementary English teachers knowledge base and the issues of teacher's qualification; elementary English teacher's beliefs; the purposes and goals of elementary English curriculum from

the MOE; and a perspective of the optimal age of learning English.

Research Questions

1. What differences exist between the practices and beliefs of elementary fifth and sixth grade English teachers in Taiwan regarding the selected variables of teacher's qualifications and training, materials, teaching methods, assessment policies and practices, content/curriculum of English enclosure, environment, and culture?
2. What are the changes from the current Elementary English Education policies/practices of the Ministry of Education that elementary English teachers wish to implement?
3. What are the most successful practices of the current Elementary English Education program in Taiwan?

Methodology

This research chose a telephone survey method instead of mail survey for the purpose of avoiding a low response rate. The population was in-service fifth-and sixth-grade elementary English teachers in Taiwan. Because there was no teacher list or related information available, schools were selected as the contact points. The result of the sample selection was 150 schools which were randomly selected and were chosen evenly from the Northern, Central, and Southern regions of Taiwan. One teacher in each school was surveyed using the five-point Likert scale survey instrument. It is to be noted that some participant teachers may also teach in lower grades due to the insufficient number of English teachers and the individual school's policy of implementing the program in the lower grades.

The instrument was a survey with a total of 50 items consisting of: Part I, seven demographic information questions, Part II, 40 five-point Likert scale questions related to

the seven variables, and Part III, two open-ended questions. Generally, each phone call lasted 10-15 minutes and survey process continued until 150 responses were collected, 50 from each of the sections of Taiwan. The data were represented in frequency and percentage tables and analyzed using the descriptive data analysis and paired sample t tests.

Findings

The demographic information was first addressed in this section. The summary of findings was reported in the order of the research questions describing teacher's practices and beliefs regarding elementary English education in Taiwan.

Demographic Information. A total number of 150 teachers from all of Taiwan were surveyed. There were 118 female teachers and 32 male teachers. Among them, 76 teachers were in the age range of 20-30 years old, 50 teachers were 31-40 years old, and 24 teachers were beyond the age of 40.

Of the 150 teachers, 104 of them hold a bachelor's degree, 44 of them have a master's degree, and only 2 teachers have a degree under the bachelor's degree. As to the study abroad experience, 69 teachers have the experiences of studying in an English speaking country for a couple months to more than five years, however, 81 of them have never have the opportunity to study aboard.

Also, a majority of the teachers ($N=138$) have less than one year of elementary English teaching experiences; only one teacher has more than a total of 10 years of teaching experience. The data indicated that most teachers ($N=58$) teach in both fifth and sixth grades and some teachers ($N=48$) also teach in lower grades. Even though the MOE policy stated the implementation year was to be 2001, there were 62 schools beginning the program as early as 1996.

Research Question 1—The Differences between Practices and Beliefs of Elementary English Program.

The researcher noted only those variables where significant differences is found.

Teacher's Qualifications and Training

According to the *t* test result comparisons, the following categories showed the significant differences between teachers' practices and beliefs. Those categories were sufficient knowledge, sufficient training programs, and teaching support.

Teaching Methods

According to the *t* test result comparisons, designing methods according to their students' English abilities is the only category in this variable that showed a significant difference.

Content/Curriculum of English enclosures

There were two areas of significant differences in this variable. These significant differences were emphasis on students' interests and self-confidence and utilize technology and other teaching tools.

Environment

According to the *t* test result comparisons, the following categories showed the significant differences between teachers' practices and beliefs. Those categories were natural English learning environment, sufficient class periods per week, and the issue of cram/coaching schools.

Culture

In this variable, one category was found to be significantly different. That category was integrate with American culture and the Taiwanese culture.

Research Question Two -- Elementary English Education Policies and Practices

Teachers Hope to Change.

1. **Insufficient number of teachers of English and a lack of consistency of Teacher's qualifications were important issues.**
2. **Dividing students according to their English abilities was emphasized.**
3. **Starting English learning as early as kindergarten was stated.**
4. **Reducing the class size to less than 20 students for better student learning and classroom management procedures was recommended.**
5. **Changing the language environment so that students are able to learn English the way they acquire their first language was mentioned as a strategy.**
6. **Support from MOE and their schools' administrators is needed.**
7. **The design of materials should take into consideration suitable activities for students of all ages.**
8. **More contact with the American culture is needed for enhancing language learning.**
9. **For a better understanding of the materials, the use of Mandarin would help students' English learning in class.**
10. **Educational technology needs to be widely used to help teaching.**

Research Question Three --The Success of Elementary English Education

Program

Since people in Taiwan have realized the importance of English learning, most teachers considered that the immediate implementation of elementary English program was an important step in making the program a success. Even though the program is still problematic, at least the government is acting immediately.

Other successes the teachers found were that student's communication abilities have improved and students tend to be interested in English learning compared to when the Junior High School English program was in place. They added that English learning has become more practical in use, not just used for test taking. Teachers have started to pay attention to educational technology and teachers are more enthusiastic and patient in everyday teaching.

Conclusions

The primary goal of this study was to evaluate Elementary English Education in Taiwan based on the in-service fifth-and sixth-grade English teachers' practices and beliefs. The research investigated three questions: (1) how the teachers' practices match their beliefs. It provided information of what the teachers really need and think (beliefs) in contrast to the actual practices. The three goals were to determine if what is going on (practices) match what is needed to be done (beliefs), (2) What practices do teachers hope to implement, and (3) What are the most successful policies/practices of Elementary English Education in Taiwan. The following conclusions contribute further information for the administrators, educators, and other educational personnel to further refine the program.

The Comparison Between Teachers' Practices and Beliefs

In teachers' qualification and training, the data analysis yielded the following findings:

1. Most teachers ($M = 2.79$) gave negative answers when been asked if they think all the teachers in the field have sufficient knowledge, but believed they themselves ($M = 4.01$) were qualified teachers.
2. Most teachers ($M = 4.48$) believed that training programs are needed while

fewer teachers ($M = 2.87$) were receiving sufficient training.

3. Most teachers ($M = 4.44$) believed that support from MOE and schools was necessary than those who ($M = 2.79$) were receiving the support.

From these findings the following conclusions were drawn: Teachers believed other teachers in the field did not have a sufficient a knowledge base to teach English as themselves. There should be more teacher training programs available for teachers. The support from MOE and schools is necessary.

In materials, the data analysis indicated no significant differences between teachers' practices and beliefs.

The conclusion the researcher drawn from this data is that in the categories of materials that teachers' practices and beliefs are closed aligned.

In teaching methods, the data analysis yielded the following findings:

1. More teachers ($M = 4.49$) believed that teaching methods should be designed according to students' abilities than those teachers ($M = 4.08$) who reported doing so.

From the finding the following conclusion was drawn: Teaching methods should be designed according to students' abilities not teachers' to preferences.

In assessment policies and practices, the data analysis indicated no significant differences between teachers' practices and beliefs.

The conclusion the researcher drawn from this data is that in the categories of materials that teachers' practices and beliefs are closed aligned.

In content/curriculum of English enclosures, the data analysis yielded the following findings:

1. More participants ($M = 4.59$) believed that the content/curriculum should have emphasis on student's interests and build self-confidence in contrast to those who ($M =$

4.09) were doing so.

2. More respondents ($M = 4.44$) believed that to ensure students' learning outcomes, teachers should design the content/curriculum to utilize teaching components, however, not all teachers ($M = 3.90$) were doing so.

From these findings the following conclusions were drawn: Teachers believed that the content/curriculum should be focused on inspiring students' interests and self-confidence in speaking in the learning of English. Teachers also believed that the design of the class content should utilize technology and other learning tools.

In environment, the data analysis yielded the following findings:

1. More teachers ($M = 4.35$) believed that they should create natural environment for their students than who ($M = 3.81$) were doing so.

2. More teachers ($M = 4.53$) believed that English courses should have at least two class periods a week than whose schools ($M = 2.97$) had it.

3. Fewer teachers ($M = 2.07$) believed that students' need to attend cram/coaching schools with the implementation of the EEE program while students ($M = 2.40$) were doing so.

From these findings the following conclusions were drawn: Teachers should create a natural environment for their students in the classrooms. At least two class periods are needed for Elementary English courses. There was a need for students' to attend cram/coaching reinforcement English courses after school. However, with the implementation of EEE program, it has become less necessary.

In culture, the data analysis yielded the following findings:

1. More respondents ($M = 4.51$) believed that the curriculum should be integrated with both American and Taiwanese cultures than those who ($M = 4.01$) were doing so.

From this finding the following conclusion was drawn: The design of the curriculum should be integrated with both American and Taiwanese cultures.

Changes Teachers Hope to Implement

Teachers hoped that MOE could standardize the teacher's qualifications regulations. A variety of English abilities among students is the most mentioned teaching difficulty found in the teachers' responses. Most teachers believed that elementary English programs should start as early as kindergarten to provide solution to the variety of students' English abilities. Also, teachers hope to reduce the class size to less than 20 students and 15 students are preferred.

In addition, language classrooms are needed so that teachers do not have to carry their teaching tools around schools buildings, but can save time by setting up their teaching environment. Qualified and certificated training opportunities have to be increased and sufficient support from the MOE or schools should be available. The design of teaching material should be reconsidered to fit students' age and connect to the junior high school curriculum. Educational technology should be widely used and available. American cultures should be understood to help English learning. All language learning policies should be consistent.

The Most Successful Policy/Practices

The teachers reported that the English program has started to implement at the elementary level. Another strength teachers reported was that students' oral skills (listening and speaking) have significantly improved and students are more interested in learning English. Teacher like the fact that the design of teaching materials are based on real life. Another strength was that the programs emphasized learning English naturally and used technology. Many teachers commented that since English has become one of the

school subjects, every single child now has the chance to learn English. The respondents reported teachers tend to be more qualified, enthusiastic and patient now that the new program has began. Another strength that teachers found in the new program was that the understanding of several cultures facilitated the language learning and broadened students' understandings of the world.

Discussion

During the surveying process, the teachers tended to express their opinions beyond the questions, bounded by the Likert scale. For the sake of understanding the real situation of elementary English study, the researcher did not stop the participants from giving detail responses. Those points are emphasized below.

1. Elementary English Teachers Related Issues

For prospective teachers, they do not know how to select the right training programs in order to gain knowledge and experiences. As a result, teachers can obtain certificates with less than one day up to a year of study. Some teachers stated that they may have sufficient knowledge, but didn't consider that they have the disposition to teach. Teachers suggested an alternative solution would be to hire native English speaking teachers to join the elementary English education in Taiwan. Currently, most conferences, workshops, or training programs are provided by the teaching material/textbook publishers. The variety of English ability among students

2. English Oral Communication Skills

The purpose is to encourage students to use English as often as possible in daily life and thus improve their English abilities. The situation of test-driven and writing and reading based learning has been reversed by the new program.

3. Teaching Materials

Teaching materials in the market were mostly focused on oral skills due to the elementary English standards form MOE.

4. English Learning Environment

Parents and the communities should also participate in this learning program, especially in the rural areas. They do not feel the competition of the economy and the need of learning English and therefore ignore the importance of their children's English learning.

Recommendations

According to the analysis of the data collected from the telephone surveyed in this study, the following recommendations are made:

1. Elementary English teacher's qualification regulations have to be made and the requirements have to be set by MOE to determine qualified English teachers.
2. Training programs should be available for all elementary English teachers as well as full support. Teachers need to have opportunities to study abroad to strength their English language and culture knowledge.
3. Students should be divided into classes according to their English abilities.
4. More teaching materials should be developed in the market to fit students' needs.
5. The government needs to make sure that schools in the rural areas have sufficient teaching resources.
6. Teaching tools such as visual aids and educational technology should be available for teachers and language classrooms are needed in every school.
7. The Elementary English program should start earlier than fifth grade.
8. The length of English classes should be at least two class periods.
9. The class size should be reduced to be less than 20 students for easy classroom

management.

10. English materials should connect the elementary curriculum to the junior high school curriculum.

11. Teachers needed to utilize some teaching and learning activities to incorporate cultural objectives in the lessons. The questions of what American people like to do in their free time and what they watch on TV are examples of ways to build cultural understandings.

Recommendations for Further Research

This study has focused on elementary English teachers' practices and beliefs regarding the current elementary English education of Taiwan. Since this program is still in the experimental process, a replicated study could be conducted to re-evaluate the program for the purpose of researching progress that has been made in the areas of need identified in the study. Such replication will help to determine if the problems still exist after this study was completed and determine what changes have been made. Further follow-up studies could address each of the seven variables to gain depth of knowledge, and especially to study the area of teacher's qualification, the most mentioned issue. Such a study could use an interview method instead of telephone survey as face to face contact may provide more information than was possible to be collected in the five-point Likert telephone questionnaire.

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APPENDIX A
THE CONTENT OF SURVEY QUESTIONNAIRES

| Category | Number of questions | Range |
|--|----------------------------|--------------|
| PART I Demographics | 7 | 1-7 |
| PART II Teacher's Practices and Beliefs | | |
| Teacher's qualification and training | 8 | 8-15 |
| Materials | 6 | 16-21 |
| Methods | 4 | 22-25 |
| Assessment policies and practices | 4 | 26-29 |
| Content/curriculum | 6 | 30-35 |
| Environment | 8 | 36-43 |
| Culture | 4 | 44-47 |
| PART III Open-ended responses | 3 | 48-50 |

3 parts of questions

1 set of demographic information questions

7 categories of questions

3 open-ended questions

Total of 50 questions

APPENDIX B

INTRODUCTION OF TELEPHONE SURVEY QUESTIONNAIRE

Hello, my name is Tzu-ching (Kate) Chen. I am currently an international student from Taiwan majoring in Curriculum and Instruction at the University of South Dakota, USA. I was referred/transferred to you by your school operator because you are an English teacher in this school, is this correct? Yes or no? If yes, the interview proceeds. If no, would you reference me to an English teacher at your school?

The reason for this interview is to gather data for my doctoral dissertation, which explores your beliefs and practices for the grade in which you teach English in Taiwan. The information that you provide is confidential and will be used for analysis in this research only. Your name and school will never be divulged. The goal of my dissertation is to research issues and problems in this new ongoing program. I hope that you can help me with the following survey. There are three parts with questions in this survey – part I demographic questions, part II practices and beliefs questions, and part III three open-ended questions. Please allow me to record the whole conversation for the sake of accuracy. Your participation in this research is greatly appreciated.

APPENDIX C
INTRODUCTION OF TELEPHONE SURVEY QUESTIONNAIRE
(CHINESE VERSION)

喂, 您好! 我叫陳姿青。我是美國南達科塔州立大學課程與教學系的博士班學生, 主修國小英語教學。總機將我轉接給您, 因為您是這個學校的英語老師。請問您是嗎? 如果您是, 開始進行問卷調查; 如果您不是, 可不可以麻煩你替我轉接到任何一位貴校的英語老師

我打這個電話的是因為我正在進行有關台灣五、六年級教師對國小英語課程的理念和實行的論文研究。這個問卷調查的結果會完全保密且僅供這個研究使用。您的姓名和學校也會保密絕不會公開。這個論文的目的是研究國小新課程 – 英語教學的爭議與問題, 以其找出解決的方案來改善教學品質。我希望您能回答的以下的問卷問題, 幫我完成這個研究, 可以嗎? 這個問卷總共有三個部分, 第一部份是個人背景資料, 第二部份是理念和實行的問題, 第三部份是自由回答題。請允許我將以下的內容錄音, 以求準確並提供日後審查之用。非常感謝您的幫忙。

APPENDIX D
TELEPHONE SURVEY QUESTIONNAIRES FOR IN-SERVICE FIFTH AND SIXTH
GRADE ELEMENTARY ENGLISH TEACHERS

Part 1

Demographic Information

Directions: This section of the interview asks for personal information. Please answer as your information is vital to the research. After I read the question, I will ask you to respond by choosing one appropriate answer for the questions.

1. Gender

Male

Female

2. What is your age range?

20-30

41-50

61-70

31-40

51-60

70 and up

3. What is the highest degree you hold?

Under bachelor's degree

Specialist's degree

Bachelor's degree

Doctorate

Master's degree

others (please explain) _____

4. Have you have any study experiences in a country where English is the primary language

yes

no

less than 1

1-2

3 and above

5. How many years of experience do you have in teaching elementary English education?

1-4

11-20

31-40

5-10

21-30

40 and up

6. What grade level do you currently teach?

5th

6th

5th and 6th

7. When did your school start elementary English courses?

| | | |
|-------------------|-------------------|-------------------|
| _____ Fall 1996 | _____ Spring 1999 | _____ Spring 2001 |
| _____ Spring 1997 | _____ Fall 1999 | _____ Fall 2001 |
| _____ Fall 1997 | _____ Spring 2000 | _____ Spring 2002 |
| _____ Spring 1998 | _____ Fall 2000 | _____ Fall 2002 |
| _____ Fall 1998 | | |

Part 2

In-Service Fifth and Sixth Grade Elementary English Teachers' Practice and Beliefs

Directions: I will read the statements or questions then ask you to respond based on your current PRACTICES (what you are doing now) and BELIEFS (what you think you should do). Please write down the following scale and use it to answer the upcoming questions.

STRONGLY AGREE (SA)

This statement clearly reflects your current practices or beliefs in teaching Elementary English.

AGREE (A)

This statement is generally true about your current practices or beliefs.

UNCERTAIN (U)

I am not sure.

DISAGREE (D)

This statement is generally false about your current practices or beliefs.

STRONGLY DISAGREE (SD)

I strongly disagree with that practices or beliefs.

Teacher's qualification and training

Elementary English teachers should be qualified by exams and completed training courses in order to teach. (Cheng, 1998)

Persons who passed the National Elementary Teachers' Qualification Exam are not necessary to be a better teacher in the field. (Tse, 2000)

Practice

- 8. Because I have passed the national qualification examination and I am a better teacher. SA A U D SD**

Beliefs

- 9. I believe all Taiwanese elementary English teachers who have passed the National Teacher's Qualification Exam make better teachers in the field. SA A U D SD**

To be a qualified elementary English teacher, the person has to have knowledge of teaching material, method, and classroom management with the sufficient teaching experiences. (Tse, 2000) Elementary English teachers should be professional and knowledgeable in the aspects of the teaching methods, materials, educational psychology, and other curriculum. (Cheng, 1998)

Practice

- 10. I have sufficient English knowledge to do my job in teaching elementary English. SA A U D SD**

Belief

11. I believe that all teachers in an elementary English program have sufficient knowledge to do their jobs. SA A U D SD

A study showed that if teachers are willing to take time for further study and training, there are currently several flexible and well-designed teachers' training courses available to all the elementary teachers. (Chien, 2000) The MOE should open more opportunities for college students by creating TESL (Teaching English as a Second Language) programs in college and university level institutions. (Shi, 1999)

Practice

12. There are sufficient training programs available to me from the government or school. SA A U D SD

Belief

13. I believe there are sufficient training programs available to prepare English teachers in Taiwan. SA A U D SD

Teacher's training courses or learning opportunities should be offered from the government in the colleges or universities for English teachers. (Shi, 1999).

Practice

14. I have support from the Ministry of Education and schools for all my teaching training needs. SA A U D SD

Beliefs

15. I believe teachers all have support from the Ministry of Education and schools for all their teaching training needs. SA A U D SD

Materials

According to the MOE, elementary schools should have the right to choose their own textbooks to be used in the future EEC and junior high schools could have some supplemental materials to help students understand the textbooks.

Practice

16. My school and I have the right to choose our own teaching materials. SA A U D SD

Belief

17. I believe that my school or I should have the right to choose our own teaching materials. SA A U D SD

The materials of English courses must be interesting, practical, and related to real life. (MOE documentation – the curriculum of nine-year elementary and junior high school education: the learning criteria of English language)

Practice

18. The teaching materials that I am using are based on practical use or related to real life. SA A U D SD

Belief

19. I believe all teachers should be able to adopt materials that are based on practical use or related to real life for their students. SA A U D SD

The most effective materials will be written specifically for EEC and integrated with educational technology. (Cheng, 1998)

Practice

20. The design of my teaching materials is integrated with visual aids (pictures, jazz chants, flash cards and so on) and educational technology. SA A U D SD

Belief

21. I believe teachers should use materials that are integrated with visual aids (pictures, jazz chants, flash cards and so on) and educational technology. SA A U D SD

Methods

The situational unit has to provide and integrated with various topics, sentence patterns, and activities in order to develop the student's communicative skills. (MOE documentation – the curriculum of nine-year elementary and junior high school education: the learning criteria of English language)

Practice

22. My teaching methods integrated with materials and activities to fit student's needs. SA A U D SD

Belief

23. I believe that teaching methods should be integrated with materials and activities to fit student's needs. SA A U D SD

For those students who have higher English proficiency, teachers should provide them supplement materials to fit their needs. (MOE documentation – the curriculum of nine-year elementary and junior high school education: the learning criteria of English language)

Practice

24. My teaching methods are designed according to students' English abilities. SA A U D SD

Belief

25. I believe teachers should choose teaching methods according to students' English abilities, not teacher's preference. SA A U D SD

Assessment policies and practices

Diverse types of assessments should be use to evaluate learning outcomes. Formative assessment should be used in the elementary level in order to analysis individual student's learning start point and process. Portfolio type of assessments

may also be used to collect the information of students' study efforts and learning attitudes of the assignments and further create the individual profile as the reference of student evaluation. (MOE documentation – the curriculum of nine-year elementary and junior high school education: the learning criteria of English language)

Practice

26. I use a variety of assessments to evaluate my students' learning outcomes, such as portfolios, conversations, songs, role-playing and so on. SA A U D SD

Belief

27. Instead of traditional written tests, I believe teachers should consider a variety of assessments in evaluating students' learning outcomes, such as portfolios, conversations, songs, role-playing and so on. SA A U D SD

The English teaching should integrate with diverse assessments and educational technologies to help students achieve expected goals of listening, speaking, reading, and writing skills. (MOE documentation – the curriculum of nine-year elementary and junior high school education: the learning criteria of English language)

Practice

28. The alternative assessments other than the traditional written tests help students achieve higher learning outcomes. SA A U D SD

Belief

29. I believe by adopting the alternative assessments other than the traditional written tests will help students to achieve higher learning outcomes. SA A U D SD

Content/curriculum of English enclosures

The goal is also to address the areas of English language so that methods and procedures would be accurate in the forms of communication skills – listening and speaking (The MOE document number 89122368, 2000).

Practice

30. My teaching mainly focuses on listening and speaking skills. SA A U D SD

Belief

31. I believe teaching content should mainly focus on listening and speaking skills. SA A U D SD

The design of curriculum should emphasize on practical and simple in order to inspire student's interests and self-confidences of English learning (Huang, 1998; Lee, 1998; Shi, 1999)

Practice

32. The course content places emphasis on inspiring my students' interests and self-confidence in English learning. SA A U D SD

Belief

33. I believe class content will place emphasis on inspiring students' interests and self-confidence in English learning. SA A U D SD

A teaching instruction or teacher's manual, student' workbook, and audiotape or CD should come with the material to guide the teaching. Besides, more teaching aids and supplement materials may be invented, such as vocabulary cards, picture cards, story pictures, reinforcement reading materials, videotapes, and computer assisted language learning software for the purpose of ensuring qualified teaching and learning outcomes.

(MOE documentation – the curriculum of nine-year elementary and junior high school education: the learning criteria of English language)

Practice

34. To ensure my student's learning outcomes, the contents SA A U D SD
are designed to utilize teaching components such as
educational technology, visual aids (pictures, flash cards,
etc), textbooks, and so on.

Belief

35. I believe for ensuring student's learning outcomes, SA A U D SD
teachers should design or choose course content to utilize
teaching components such as educational technology,
visual aids (pictures, flash cards, etc), textbooks, and so
on.

Environment

Teachers have to contribute in creating learning environment
in the classroom (Ho, 1998)

Practice

36. I create a natural language environment for students in SA A U D SD
the classroom.

Belief

37. Teachers should create a natural language environment SA A U D SD
for students in the classroom and in the classroom.

The class duration should be at least 2 hours a week, and the
course should be intensive for higher achievement. However,
the more the class hours, the better the learning outcomes.

(Shi, 1999)

Practice

38. Elementary English courses in my school are at least 2 SA A U D SD
hours a week.

Belief

39. I believe that elementary English courses should be at SA A U D SD
least 2 hours a week.

Children's English courses in coaching schools have become excessively popular in Taiwan in the last decade. Some parents even think it is necessary or required for their children to go to these extra supplement courses to stay ahead of other student and to score higher than others on the high school entrance exam (Huang, 1999).

Practice

40. With the implementation of the new curriculum, my SA A U D SD
students do not have to attend reinforcement classes provided by cram/coaching schools in the after-school hours.

Belief

41. I believe that with the implementation of the new SA A U D SD
curriculum, students do not have to attend reinforcement classes provided by cram/coaching schools in the after-school hours.

The Ministry of Education (MOE) declared a new policy of beginning the teaching of English in the fifth and sixth grade elementary curriculum in Taiwan. This curricular change replaced the 1998 policy of introducing English in the seventh grade (the first year of junior high school). This new program was to begin in the fall semester of 2000.

Practice

42. My school starts English teaching in the fifth grade. SA A U D SD

Belief

43. I believe that it is appropriate to start English teaching from the fifth grade in the elementary school. SA A U D SD

Culture

Students should be familiar with the main festivals and customs in foreign countries. (MOE documentation – the curriculum of nine-year elementary and junior high school education: the learning criteria of English language)

Practice

44. The curriculum design in my school integrates the Taiwanese culture as well as American culture. SA A U D SD

Belief

45. I believe that the curriculum design should integrate the Taiwanese culture as well as American culture. SA A U D SD

The cultural barrier can be crucial in people's language

learning because language and culture are inseparable in a society. Therefore, complete comprehension of English words depends on a clear understanding of American culture when acquiring the English language. (Robinett, 1978; Shi, 1980)

Practice

46. Introducing American culture has benefited my student's English language learning. SA A U D SD

Belief

47. I believe that a good understanding of American culture will benefit student's English language learning. SA A U D SD

Part 4

Open-Ended Questions

48. If you could change one thing about the EEE program in Taiwan, what would it be?
49. What do you consider to be the most successful part of the current EEE program in Taiwan?
50. Is there anything else regarding the EEE program in Taiwan that you would like to share with me?

APPENDIX E

**TELEPHONE SURVEY QUESTIONNAIRES FOR IN-SERVICE FIFTH AND
SIXTH GRADE ELEMENTARY ENGLISH TEACHERS**

(CHINESE VERSION)

國小五、六年級在職英語教師的理念和實行電話問卷

第一部份

說明: 這個部分的問題是有關個人背景資料。這些資料對這個研究很重要，請你務必正確的回答。請在我唸完問題和選項後作答。

1. 性別

___ 男

___ 女

2. 請問你的年齡範圍是?

___ 20-30

___ 41-50

___ 61-70

___ 31-40

___ 51-60

___ 70 and up

3. 請問你擁有的最高學歷是?

___ 大學以下

___ 碩士後研究

___ 大學畢業

___ 博士

___ 碩士

___ 其他 (請說明) _____

4. 請問你曾經到英語系國家留學嗎? 如果有 多久?

___ 有

___ 沒有

___ 少於一年

___ 1-2

___ 3-4

___ 5 年以上

5. 請問你有多少年在台灣教國小英語的經驗?

___ 1-4

___ 11-20

___ 31-40

___ 5-10

___ 21-30

___ 40 以上

6. 請問你現在教幾年級？

___ 5 年級以下 ___ 5 年級 ___ 6 年級 ___ 5 年級和 6 年級

7. 請問你任教的學校什麼時候開始實施國小英語課程？

_____ 1996 年 9 月 _____ 1999 年 2 月 _____ 2001 年 2 月

_____ 1997 年 2 月 _____ 1999 年 9 月 _____ 2001 年 9 月

_____ 1997 年 9 月 _____ 2000 年 2 月 _____ 2002 年 2 月

_____ 1998 年 2 月 _____ 2000 年 9 月 _____ 2002 年 9 月

_____ 1998 年 9 月

第二部分

國小五、六年級在職英語教師的理念和實行

說明：這個部分請根據你的“實行”也就是你目前在教育部以及學校的指示下，學校課堂上的實際情況，以及你的“理念”也就是你個人覺得目前的國小英語教學該怎麼做回答。請記下以下的評量方式，以便回答接下來的問題。

非常同意 (SA)

這個敘述是很明確的針對你的國小英語教學現況或你個人的國小英語教學理念而言

同意 (A)

這個敘述大致上是對的針對你的國小英語課教學現況或你個人的國小英語教學理念而言

不確定 (U)

你不確定

不同意 (D)

這個敘述大致上是錯的針對你的國小英語教學現況或你個人的國小英語教學理念而言

非常不同意 (SD)

我完全反對所敘述的國小英語課現況或理念

師資與在職訓練

SA A U D SD

8. 因為你已經通過全國國小英語教師甄試考試，所以你是個比較好的老師。 SA A U D SD
9. 你相信所有通過全國國小英語教師甄試考試的老師都是比較好的老師。 SA A U D SD
10. 你有足夠的知識教國小英語。 SA A U D SD
11. 你相信所有的現職國小英語教師都有足夠的知識教國小英語。 SA A U D SD
12. 目前在台灣，政府或學校有提供你充分的在職進修的管道。 SA A U D SD
13. 你相信台灣應該要有充分的教師培訓管道給所有的英語老師。 SA A U D SD
14. 教育部和學校提供資源並充分的支持配合你個人的教學需要。 SA A U D SD
15. 你相信教育部和學校應該要提供資源並支持並配合所有英語老師的教學需要。 SA A U D SD

教材

16. 你的服務學校和你都被允許並有權利自己選擇教材。 SA A U D SD
17. 你相信你的服務學校和你都應該被允許並有權利自己選擇教材。 SA A U D SD
18. 你所用的教材是實用而且生活化的。 SA A U D SD
19. 你相信所有的老師都應該用實用而且生活化的教材。 SA A U D SD
20. 你目前使用的教材的內容設計上融合了視覺輔助教材(包括照片、閃爍卡等等) 以及教育科技 (包括電腦、錄影帶、錄音帶等等) 。 SA A U D SD
21. 你相信所有的老師都應該用融合了視覺輔助教材(包括照片、閃爍卡等等) 以及教育科技 (包括電腦、錄影帶、錄音帶等等) 的教材。 SA A U D SD

教法

22. 你目前使用的教學法融合了適當的教材和活動以配合你的學生需要。 SA A U D SD
23. 你相信教學法應該融合適當的教材和活動以配合學生需要。 SA A U D SD
24. 你目前使用的教學法是配合你的學生能力而設計的。 SA A U D SD
25. 你相信所有的老師在選擇教學法時，都應該是依照學生的能力而非老師自己本身的喜好。 SA A U D SD

評量方針與實行

26. 你目前運用了多種評量方式包括檔案式評量、會話、歌曲、角色扮演等等，來評量你的學生。 SA A U D SD
27. 你相信所有的老師都應該考慮運用傳統筆試之外的其他種評量方式包括檔案式評量、會話、歌曲、角色扮演等等，來評量學生。 SA A U D SD
28. 採用非傳統式的評量方式有助於你的學生的學習成效。 SA A U D SD
29. 你相信採用非傳統式的評量方式有助於所有學生提高學習效果。 SA A U D SD

課程內容

30. 你目前的教學課程著重於聽與說的技巧。 SA A U D SD
31. 你相信國小英語教學課程應該著重於聽與說的技巧。 SA A U D SD
32. 你的課程內容強調激勵學生的興趣和增進學習英語的自信。 SA A U D SD
33. 你相信國小英語教學課程的內容應該強調激勵學生的興趣和增進學習英語的自信。 SA A U D SD
34. 為確保學生的學習成效，你的課程設計融合運用了各式教材，例如：教育科技、視覺輔助教材、教科書、教法等等。 SA A U D SD
35. 你相信為確保學生的學習成效，國小英語教學課程的設計應該融合運用各式教材例如：教育科技、視覺輔助教材、教科書、教法等等。 SA A U D SD

學習環境

36. 在教室裡，你有創造自然的學習環境給你的學生。 SA A U D SD
37. 你相信所有的老師在教室裡都應該為學生創造自然的學習環境。 SA A U D SD
38. 你的學校的英語課是至少一週兩節課。 SA A U D SD
39. 你相信國小的英語課應該至少一週兩節課。 SA A U D SD
40. 實行了這個新的國小英語課程之後，你的學生下課後不到補習班去補習了。 SA A U D SD
41. 你相信實行了這個新的國小英語課程之後，所有的學生應該都不需要在下課後還到補習班去加強英語。 SA A U D SD
42. 你的學校的英語課程是從五年級開始。 SA A U D SD
43. 你相信國小英語課程從五年級開始是適當的。 SA A U D SD

文化

44. 你的學校的目前課程設計裡包含了美國文化。 SA A U D SD
45. 你相信國小英語課程的設計應該美國文化。 SA A U D SD
46. 介紹美國文化有助於你的學生的語言學習。 SA A U D SD
47. 你相信在課堂上介紹美國文化有助於所有學生的語言學習。 SA A U D SD

第三部分

自由發揮題

1. 如果你能夠改變一項台灣的國小英語教學現況 你最想改變什麼?
2. 你覺得目前為止 國小英語教學最成功的地方是什麼?
3. 請問你還有任何有關國小英語教學想和我分享的嗎, 譬如有沒有遇到什麼教學困難或有沒有什麼針對國小英語教學的意見?

APPENDIX F
ENGLISH CURRICULUM GOALS

The purposes and goals of elementary English curriculum are (1) Student's basic abilities of English communication skills. (2) Motivate student's interest in English language learning. (3) Broaden student's culture knowledge of Taiwan and foreign countries. By utilizing the advantage of optimal age in language acquisition, especially the pronunciation. EEC should focus mainly on listening and speaking skills, and then reading and writing skills for the purpose of establishing English oral communication ability. However, writing and reading skills should not be ignored, and integrate appropriately into the curriculum through reading beginning level of reading materials and practicing alphabet and letters writing. The following table is about the EEE goal of English ability as published by the MOE documentation – the curriculum of nine-year elementary and junior high school education: the learning criteria of English language

| <u>The Goal of English Ability</u> | |
|------------------------------------|---|
| <u>Listening</u> | 1. Be able to distinguish basic English phonics. |
| | 2. Be able to distinguish basic vocabulary, phrases, and the stress of sentences. |
| | 3. Be able to distinguish descriptive and question sentences. |
| | 4. Be able to understand basic classroom and daily conversation phrases. |
| | 1. Be able to understand simple sentences and daily conversations. |
| | 2. Be able to understand the main ideas of easy songs and poems. |
| <u>Speaking</u> | 1. Be able to pronounce vowels accurately. |
| | 2. Be able to accurately pronounce basic common use vocabulary. |

| | |
|----------------|---|
| | 3. Be able to speak simple sentences with accurate stress and intonation. |
| | 4. Be able to participate in oral conversation practice in class. |
| | 5. Be able to introduce themselves by simple English sentences. |
| | 6. Be able to speak classroom phases. |
| | 7. Be able to speak basic society etiquette. |
| | 8. Be able to simply question, answer, and describe things. |
| | 9. Be able to sing songs and recite poems. |
| | 10. Be able to do picture storytelling with simple English. |
| | 11. Be able to role-play when giving a picture or direction. |
| | 12. Be able to participate in a short play. |
| Reading | 1. Be able to understand alphabets. |
| | 2. Be able to spell vocabulary by alphabets. |
| | 3. Be able to understand frequent used vocabulary and phases. |
| | 4. Be able to understand simple English signs. |
| | 5. Be able to distinguish commonly used vocabulary and phases from stories, poems, and songs. |
| | 6. Be able to understand simple sentences. |
| | 7. Be able to follow teachers in class or songs and poems on audiotapes. |
| | 8. Be able to repeat accurately when following teachers in class or songs and poems on audiotapes. |
| | 9. Be able to read and understand the content in simple stories and short children's play when giving visual aids such as pictures. |

| | |
|---|--|
| Writing | 1. Be able to print capital and small letters. |
| | 2. Be able to write their names in English. |
| | 3. Be able to write vocabulary that has been taught in class. |
| | 4. Be able to copy simple sentences. |
| | 5. Be able to spell and write frequent used vocabulary. |
| Combination of listening Speaking Reading and writing | 1. Be able to distinguish, pronounce, and write the twenty-six letters in the alphabet. |
| | 2. Be able to understand and distinguish frequent used vocabulary in daily conversation. |
| | 3. Be able to understand at least two hundred productive vocabulary; spell and write at least eight of them in order to help simply daily conversation. |
| | 4. Be able to use phonics to understand the relationship between spelling and pronunciation rules, and then try to pronounce when looking at the vocabulary. |
| | 5. Be able to understand phrases and sentences (for example, greeting, apology, appreciation, farewell, and etc.) in daily conversations and then response properly. |
| The Motivation and Method Of English Language Learning | 1. Be able to pay attention to the teacher's explanation and demonstration in class. |
| | 2. Be willing to participate in all oral practicing activities. |
| | 3. Be willing to response teacher's and classmates' questions. |
| | 4. Ask teachers and classmates' questions actively. |

| | |
|-----------------------------------|---|
| | 5. Be curious to teacher or classmates' discussing content and be able to give illustrations. |
| | 6. Complete homework automatically. |
| | 7. Be willing to experience extra English materials. |
| | 8. Be able to notice English knowledge that is learned in daily life or media. |
| | 9. Be willing to explore the meaning and mimic English When encountering new English vocabulary and sentences in daily life. |
| | 10. Be willing to use English whenever have the chance to. |
| <u>Culture and Customs</u> | 1. Be familiar with the main festivals and customs in foreign countries. |
| | 2. Understand the main festivals in Taiwan and know how to explain in English. |
| | 3. Be familiar with international society etiquette. |

(MOE documentation – the curriculum of nine-year elementary and junior high school education: the learning criteria of English language)

According to the MOE conference report on 11.27.2001, the practice of EEE in the seven categories are as followings:

Teacher Qualification and Training

1. For improving teaching quality, schools should encourage in service teachers study further in the related area by enrolling in teacher's training courses and conferences.
2. Teacher training courses will still be available for all teachers from the city government. A teacher qualification improvement plan will be implemented after

carefully planed.

3. **All Elementary English teacher will have to meet one of the following requirements:**
 - I. **Intermediate level to advanced level of the results of “National English Proficiency Exam” and pass the Pronunciation exam.**
 - II. **At least a Computerized TOEFL score of 213 and pass the Pronunciation exam.**

Materials

1. **A teaching material evaluation and selection committee that consists of principal, directors, teachers, and parents in each school will responsible for making the decisions of teaching materials to be used. All the materials have to be approved from the MOE.**
2. **Teachers have to unitize the material efficiently and not attempt to teach all the content in one book, but modified it specific for individual class.**
3. **Teachers have the right to change or modify the material to meet individual need.**
4. **The criteria of Teaching materials are:**

- I. **Topics and formations**

The materials of English courses must be interesting, practical, and related to real life, this reflects the goals of English abilities and the purpose of complying with the trends of the time and developing qualified citizens. The topics should be diverse and corresponds with students’ daily life, such as family, school, food, plants, festivals, occupations, traveling, sports, leisure activities, etc. The content and activities should be integrated with a variety of formations, such as songs, poems, greeting cards, notes.

letters, stories, short articles, short plays, riddles, and jokes.

II. Communication function

The emphasis of communication for elementary school students should be based on the general use of language, such as daily conversation, social dialogue, and personal communication skills. The basic language functions are greeting, appreciation, apology, request, direction inquiry, and telephone skills.

III. Language components

a. **Alphabets:** both upper and lower case alphabets have to be taught in print form. When writing on the blackboard or correct assignment, teachers should use print form of alphabets.

b. **Pronunciation:** the ability of pronunciation skills should be learned from the real time listening and speaking activities. Exceptions include teacher's demonstrations and instructions; audio materials (such as audiotapes, videotapes, and CDs) should be utilized as the teaching aids for students' native speaker like pronunciation imitation purpose. The teaching of phonetics mainly focuses on vowel and the relationship between vowel and word so that students would be able to pronunciation the untaught words correctly.

c. **Vocabulary:** to avoid difficulties with vocabulary and the concern of the connection of elementary and junior high material, a vocabulary reference list has created after reviewing several reference materials from pervious policies in Taiwan, as well as, others from other countries for preventing possible discrepancy learning outcomes.

When designing the content, educators may also use vocabulary other than those in the list to ensure the quality of materials. However, the first one thousand of the most commonly used words in the list should be adopted in the materials. Two hundred productive vocabularies have to be acquired and used properly in oral communication and students have to be able to spell and write eight words correctly by the time they compete the elementary studies.

- d. Sentence structure: the appropriate sentence patterns in the materials should be based on practical uses, and avoid difficult and abstract grammar. The introduction of sentence structure has to be in the order of simple to complex in terms of the meaning of sentences.**

For the purpose of clarification, the above information is reported according to MOE documentation – the curriculum of nine-year elementary and junior high school education: the learning criteria of English language.

5. The principle of teaching materials design

There are two types of teaching materials for elementary English curriculum – audio materials and written materials. The design of materials has to fit the priority of students' interests and needs. The content should be practical, simple, attractive, and stimulating and refers to the goal of English ability in fulfill the aim of elementary English curriculum. The contents should also be concentrated on listening and speaking skills and then reading and writing skills.

The material format aims on communicative method of teaching. The situational unit has to provide and integrated with various topics, sentence patterns, and activities in order to develop the student's communicative skills. The

activities have to be well related to the topics along with the proper induction order of vocabulary, phases, and patterns. The review unit that contains learned topics, grammar, and conversational functions has to add properly in the text before introducing new materials. The design of the material is according to the student's daily language needs. The formation changes according to the student's age and learning outcomes and adopts songs, dialogues, poems, letters, stories, and short plays. The design of real life topics and diversity formations of materials are for the purpose of providing students diverse learning experiences, increasing students' learning motivations, and promoting students' learning outcomes.

Teaching Methods

The key of a successful English education curriculum is to achieve a pleasant English learning environment at school and in class. Under these circumstances, students will be able to immerse themselves in a natural way of language learning in order to learning the language efficiently. The implementation of the curriculum should also coordinate with the goals in terms of diverse materials includes writing materials and audio aids to reinforce students' listening and speaking abilities. For increasing students' practices chances of listening and speaking skills, teachers should use English to teach as often as possible. By employing the situation units, teacher and student interaction method, we expect to the current teacher centered style of teaching to a communicative style.

A teaching instruction or teacher's manual, student' workbook, and audiotape or CD should come with the material to guide the teaching. Besides, more teaching aids and supplement materials may be invented, such as vocabulary cards, picture cards, story pictures, reinforcement reading materials, videotapes, and computer assisted language

learning software for the purpose of ensuring qualified teaching and learning outcomes.

The teaching of listening focuses on the reception of the meaning; the teaching of speaking emphasizes on individual expression. In the teaching of reading, teachers should use interesting stories and short articles in order to enhance students' learning motivations and improve students' reading abilities. Besides, menus, timetables, schedules, maps, road signs, and other daily references should be used to assist as reading materials. In the elementary level, writing skills should only focus on copying and imitating words. Overall, English teaching should not require merely memorization, but review and practice materials properly to accomplish high learning and interest and outcome. For those students who have higher English proficiency, teachers should provide them supplement materials to fit their needs.

Assessment policy and practice

Diverse types of assessments should be use to evaluate learning outcomes. Formative assessment should be used in the elementary level in order to analysis individual student's learning start point and process. Portfolio type of assessments may also be used to collect the information of students' study efforts and learning attitudes of the assignments and further create the individual profile as the reference of student evaluation. In evaluating the speaking and listening outcomes, the evaluation should be mainly based on the activities, such as oral practices, role-play, and teamwork instead of traditional written test in class.

Content/Curriculum of English enclosure

The content of English teaching should integrate with diverse assessments and educational technologies to help students achieve expected goals of listening, speaking, reading, and writing skills.

Environment

1. A natural learning environment has to be created in at schools include utilizing hallway decoration, bulletin board, school radio, self-learning area in the classroom.
2. Create teacher resources at school: teaching resource center, computer center, and English teaching resources website and so on.

Culture

American culture will be integrated into English teaching to help student's language learning.

(MOE documentation – the curriculum of nine-year elementary and junior high school education: the learning criteria of English language and conference report on 11272001)

APPENDIX G
DEMOGRAPHIC INFORMATION FIGURES

Figure 1

Gender of the Respondents

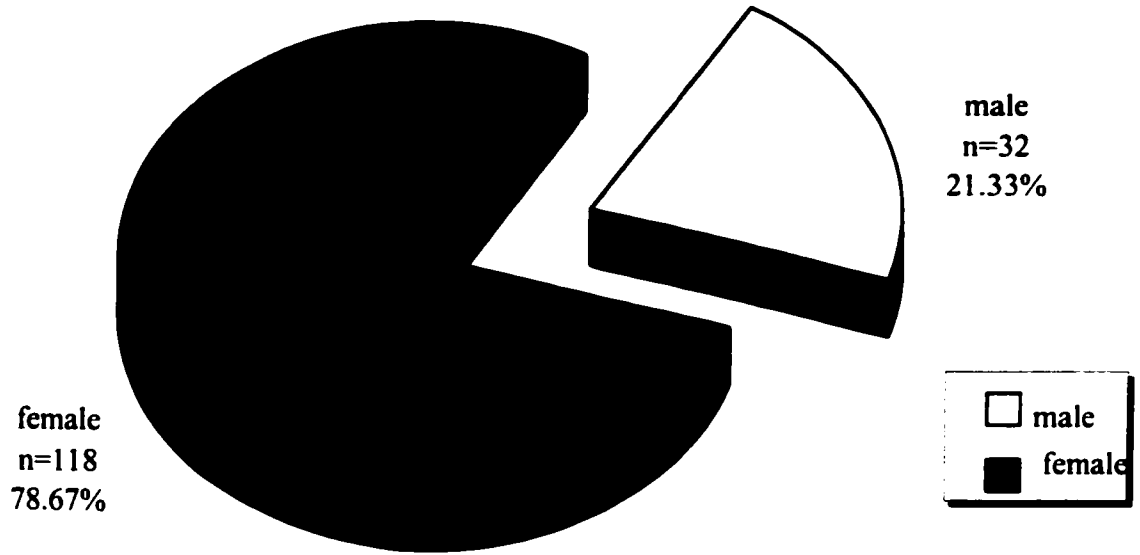


Figure 2

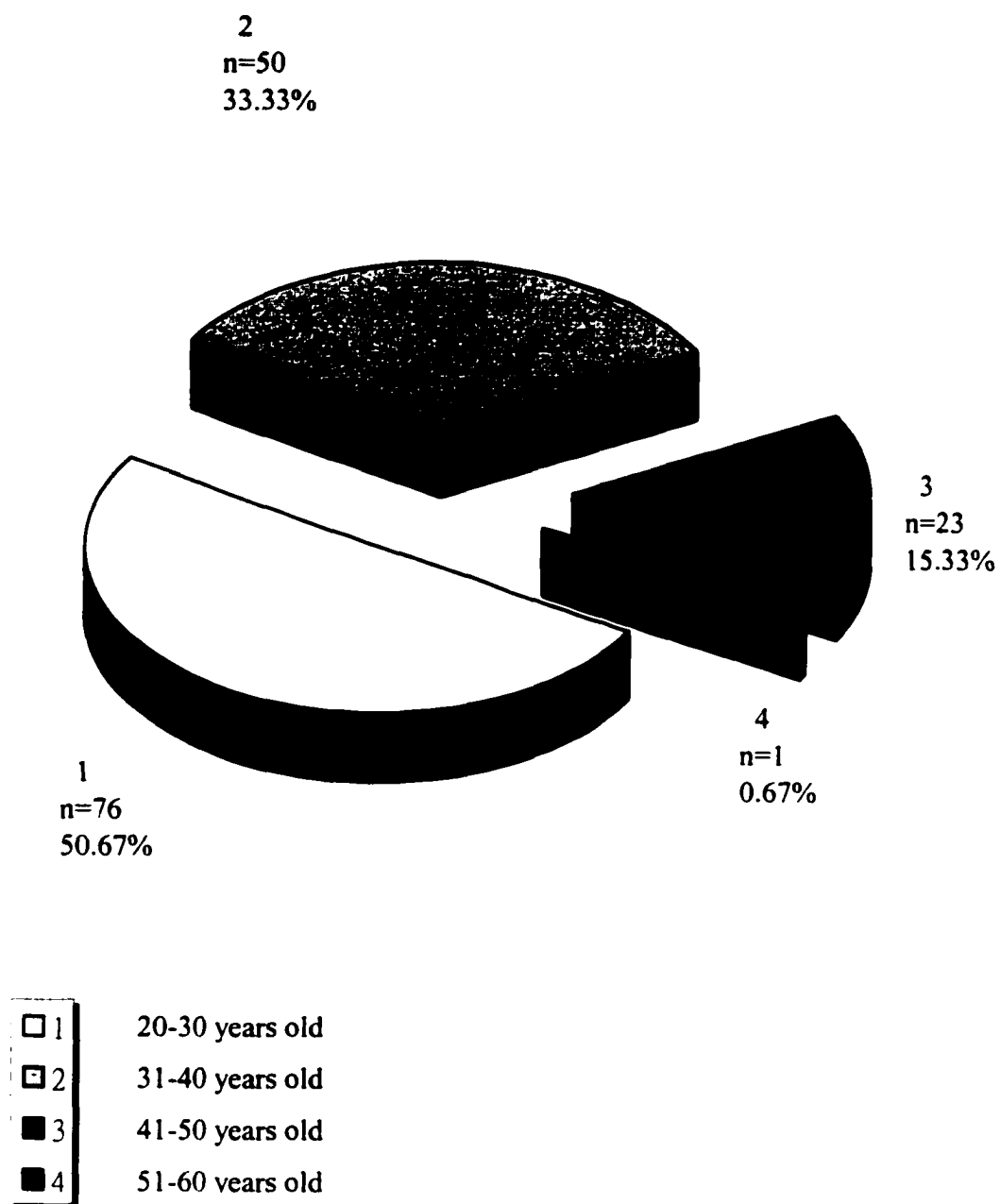
Age of the Respondents

Figure 3

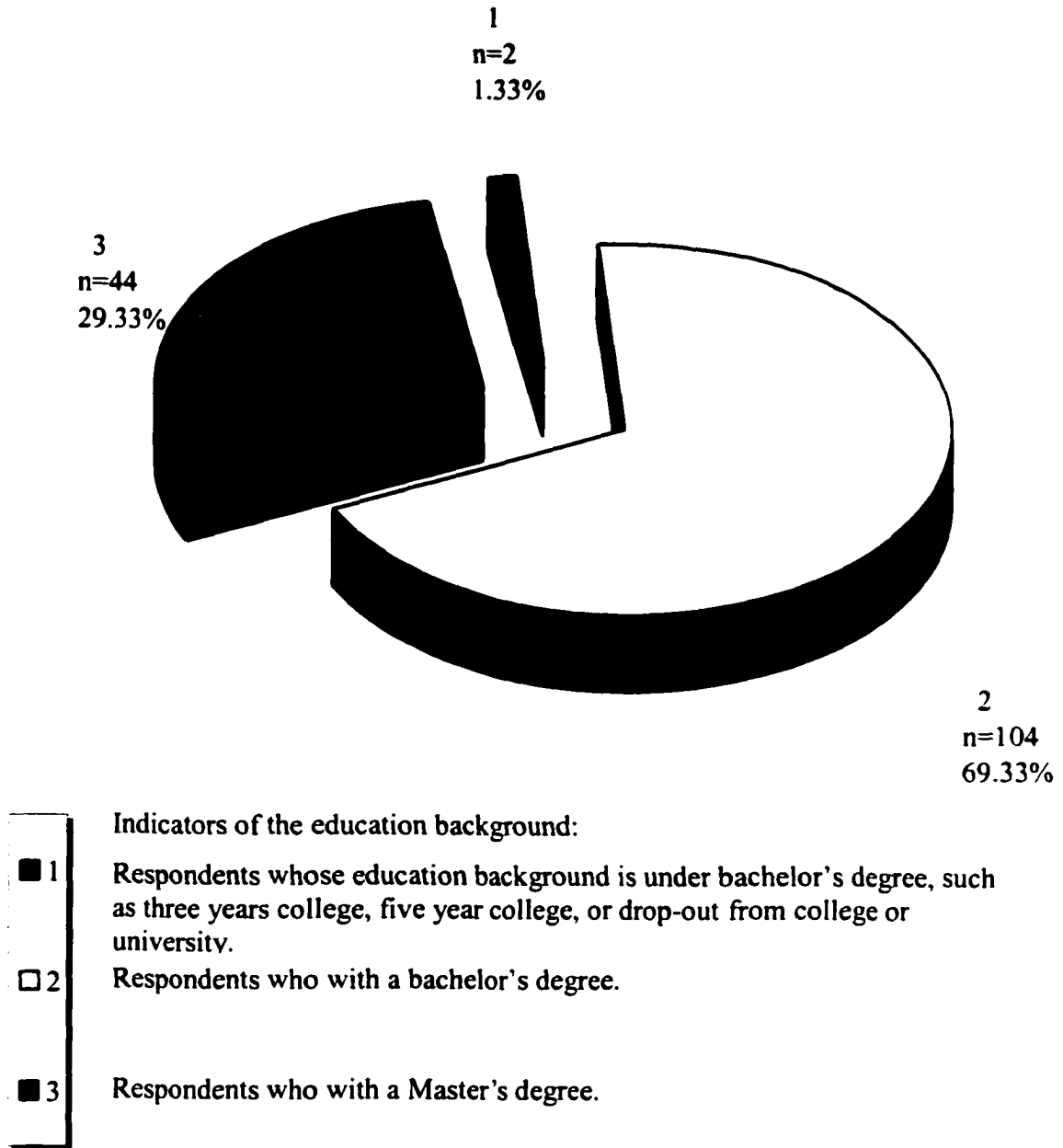
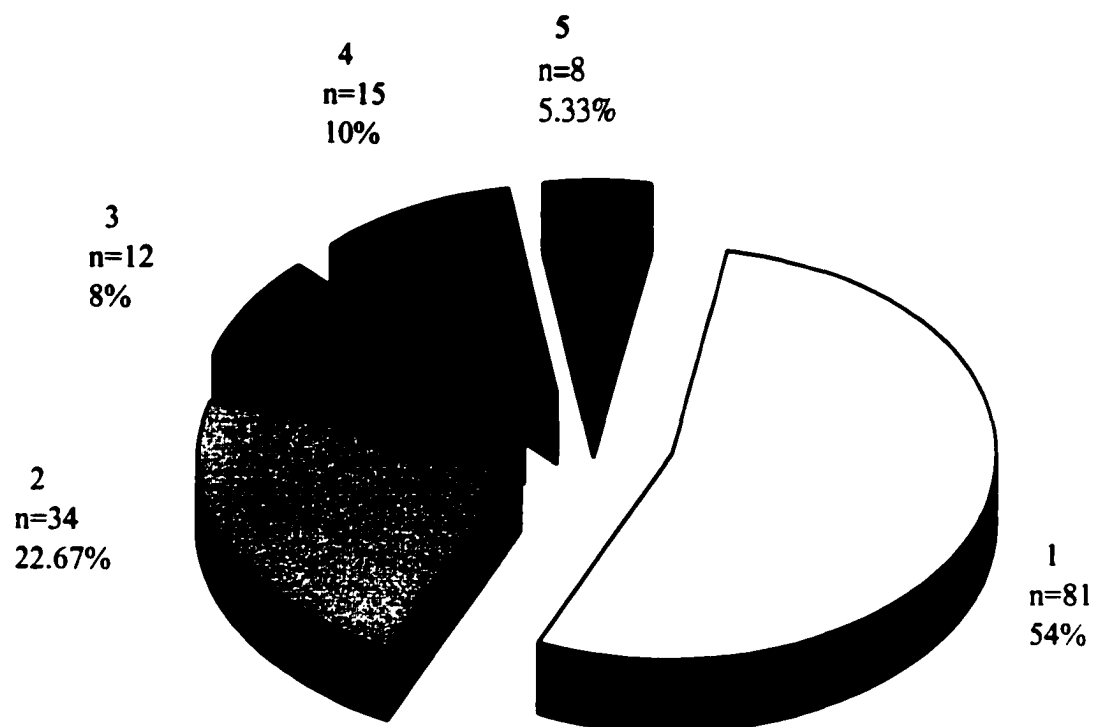
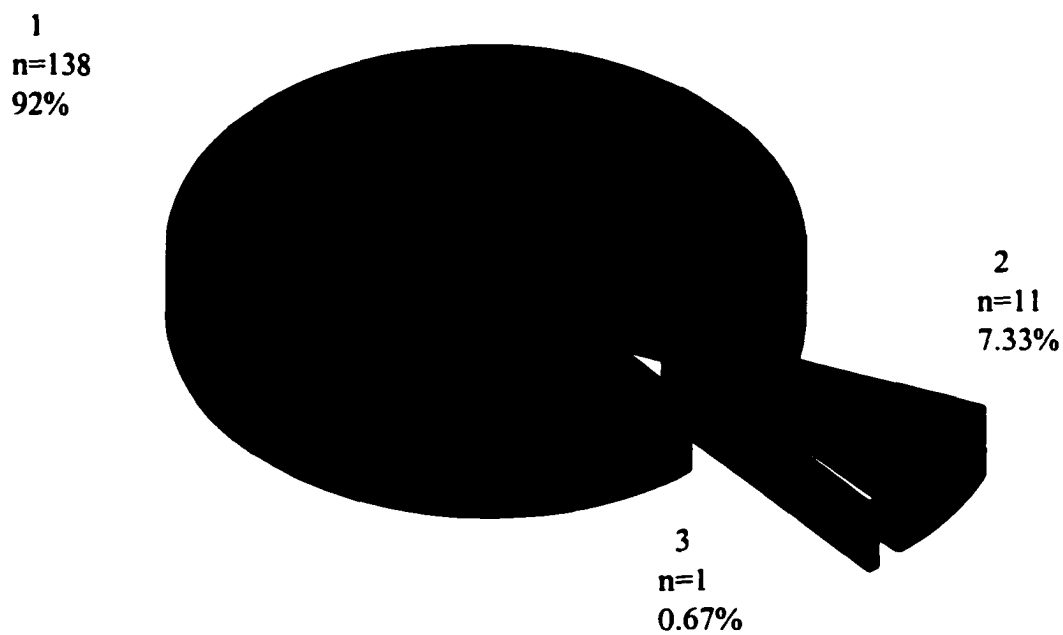
Educational Background of the Respondents

Figure 4

Study Abroad Experiences of the Respondents

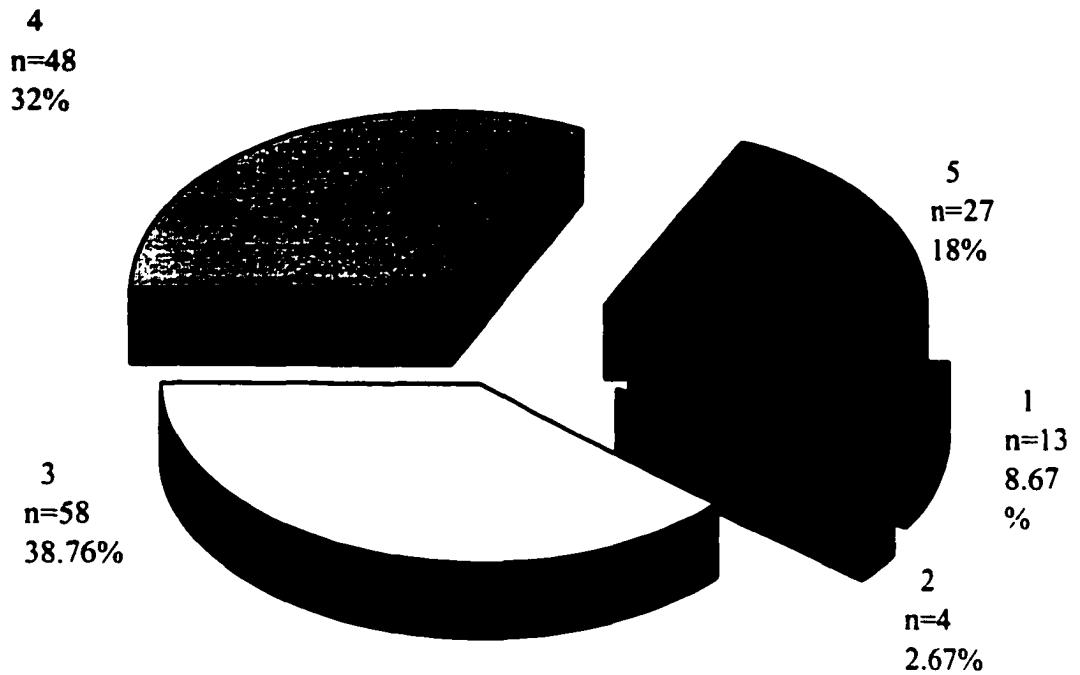
Years of Study Abroad experiences:

- | | |
|-----|--|
| □ 1 | No study abroad experience in English Speaking countries. |
| □ 2 | Study abroad in English Speaking countries for less than one year. |
| ■ 3 | Study abroad in English Speaking countries for 1-2 years. |
| ■ 4 | Study abroad in English Speaking countries for 3-4 years. |
| ■ 5 | Study abroad in English Speaking countries for more than 5 years. |

Figure 5***Year of Teaching Experiences of Respondents*****Indicators for Years of Teaching Experiences:**

- | | |
|-----|--|
| ■ 1 | Less than four years of elementary English teaching experiences. |
| ■ 2 | 5-10 years of elementary English teaching experiences. |
| □ 3 | 11-20 years of elementary English teaching experiences. |

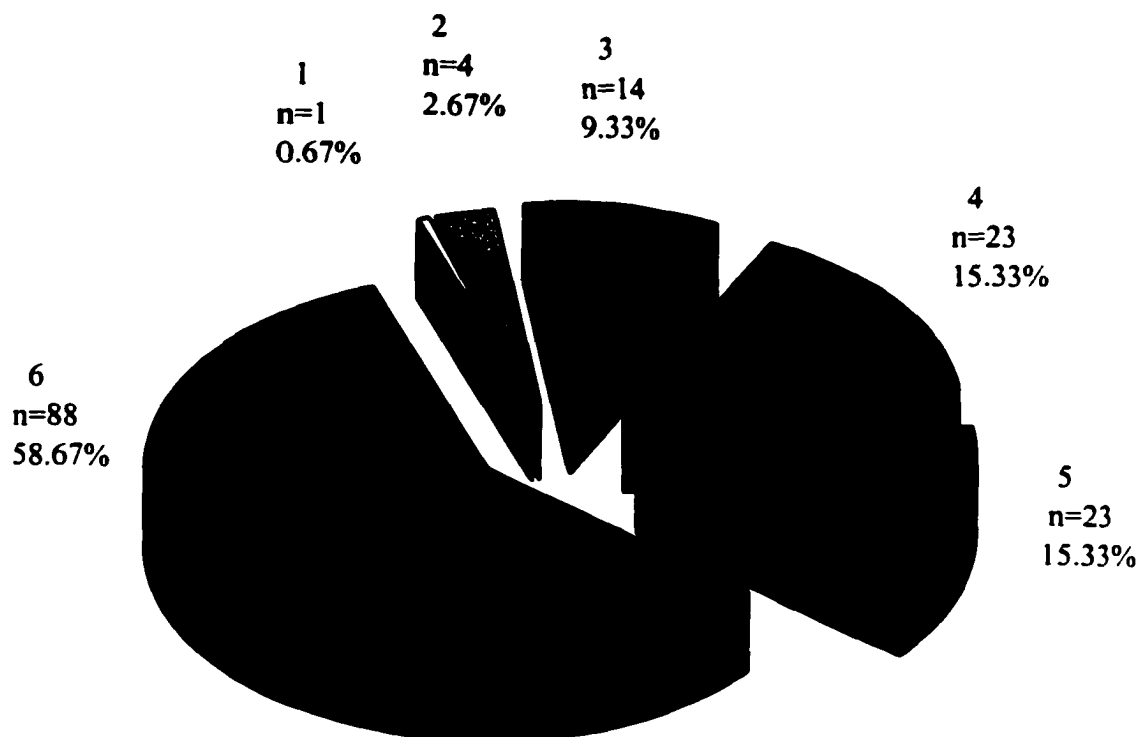
Figure 6

Grade Level of the Respondents

Level of Grade:

- 1 Participants who teach in fifth grade.
- 2 Participants who teach in sixth grade.
- 3 Participants who teach in fifth and sixth grade
- 4 Participants who teach in fifth, and sixth grade, and in lower grades.
- 5 Participants who teach in fifth or sixth grade and in lower grades.

Figure 7

The Starting years of the Participant schools**Indicators of Starting Years:**

- | | |
|---|--|
| 1 | Schools started Elementary English Course in the year of 1996. |
| 2 | Schools started Elementary English Course in the year of 1997. |
| 3 | Schools started Elementary English Course in the year of 1998. |
| 4 | Schools started Elementary English Course in the year of 1999. |
| 5 | Schools started Elementary English Course in the year of 2000. |
| 6 | Schools started Elementary English Course in the year of 2001. |

APPENDIX H
FIGURES WITH DETAILED STATISTICS INFORMATION FOR RESEARCH
QUESTION TWO

Figure 8

Percentage of Teacher's Practices as Relate to the Teacher's Qualification and Training for Elementary English Education in Taiwan

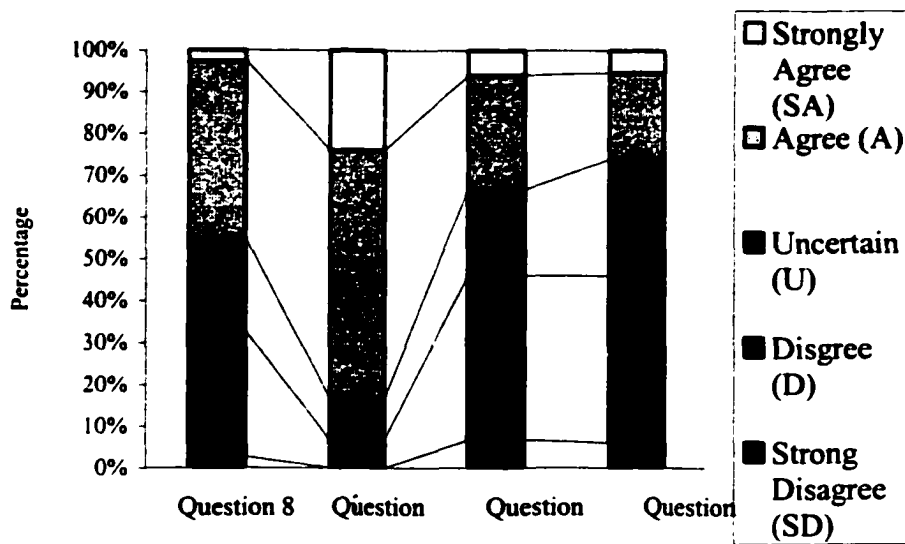


Figure 9

Percentages of Teacher's Practices as Relate to Materials of Elementary English Education in Taiwan

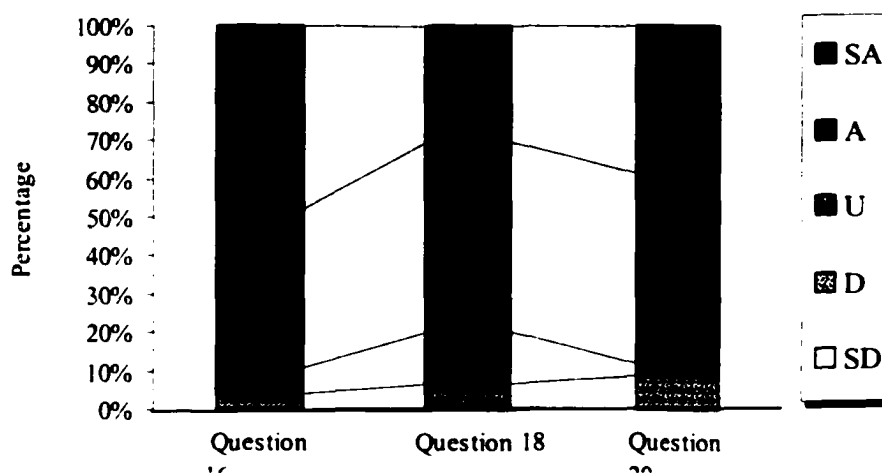


Figure 10

Percentages of Teacher's Practices as Relate to Teaching Methods of Elementary English Education in Taiwan

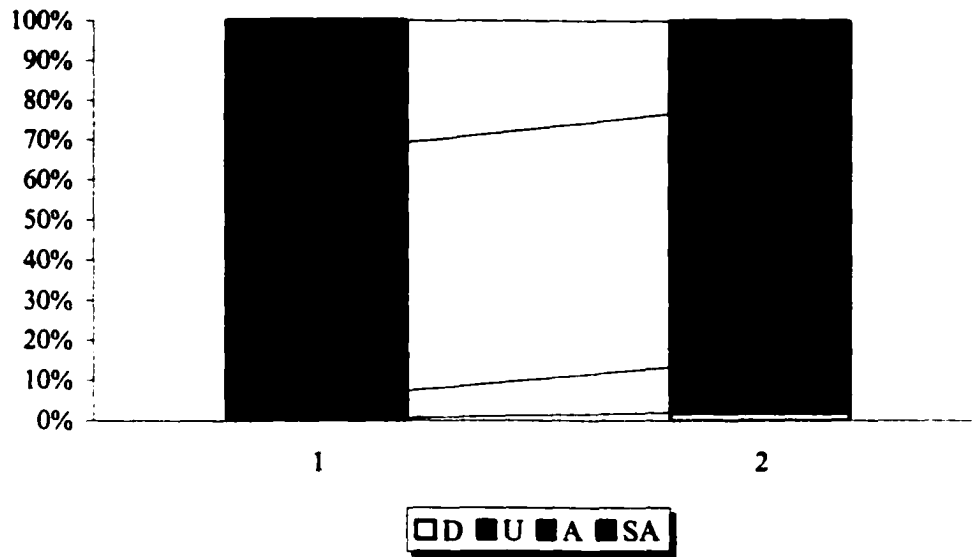


Figure 11

Percentages of Teacher's Practices as Relate to Assessment of Elementary English Education in Taiwan

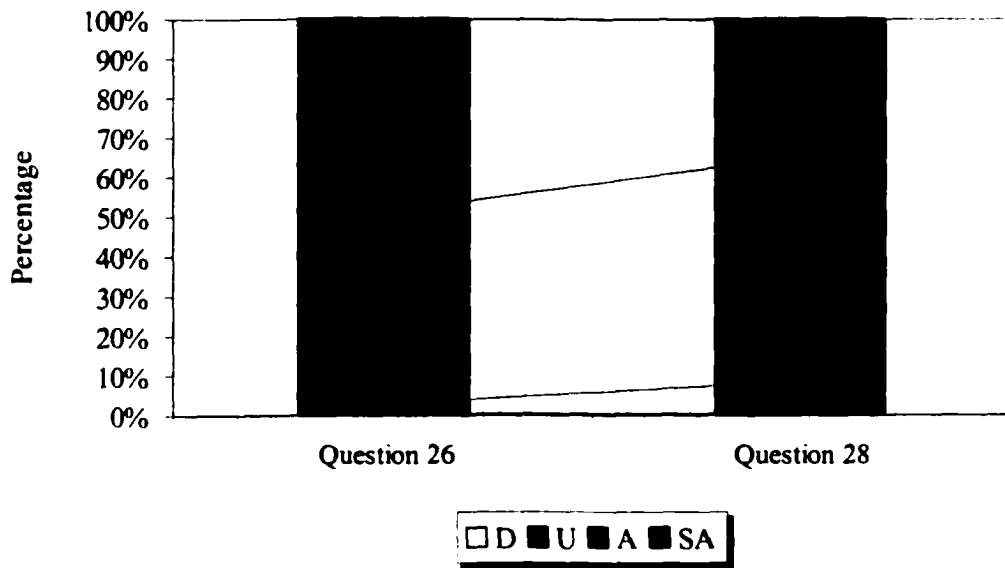


Figure 12

Percentages of Teacher's Practices as Relate to Curriculum Content of Elementary English Education in Taiwan

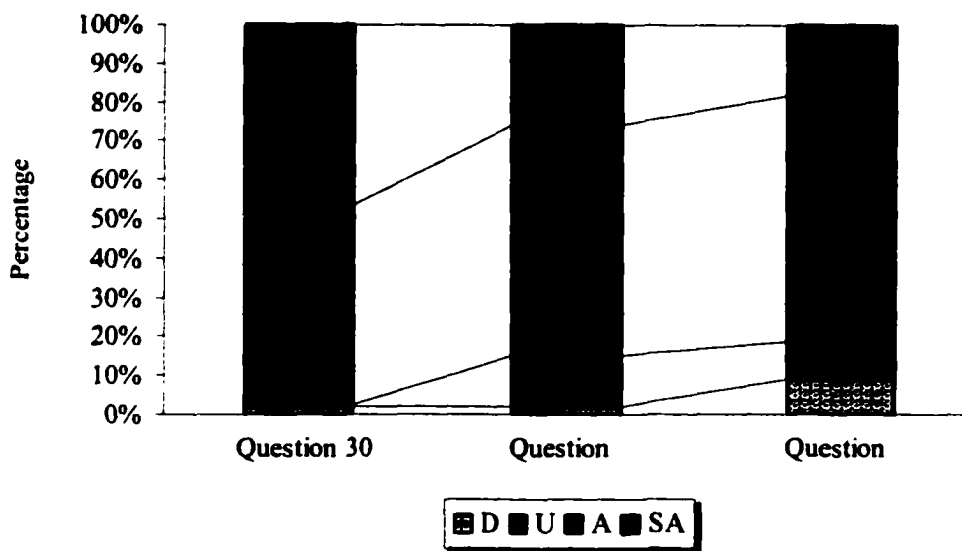


Figure 13

Percentages of Teacher's Practices as Relate to Environment of Elementary English Education in Taiwan

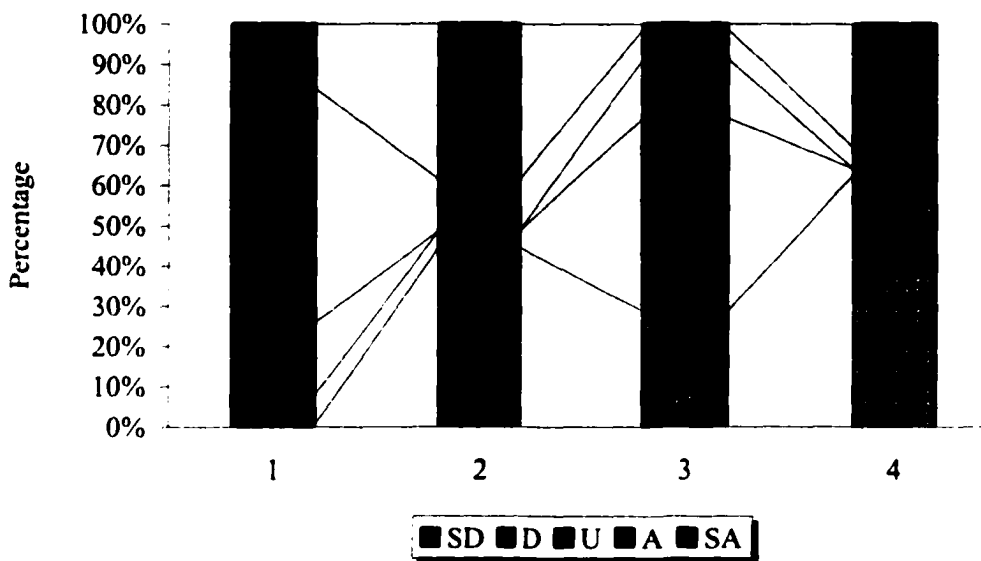


Figure 14

Percentages of Teacher's Practices as Relate to Culture of Elementary English Education in Taiwan

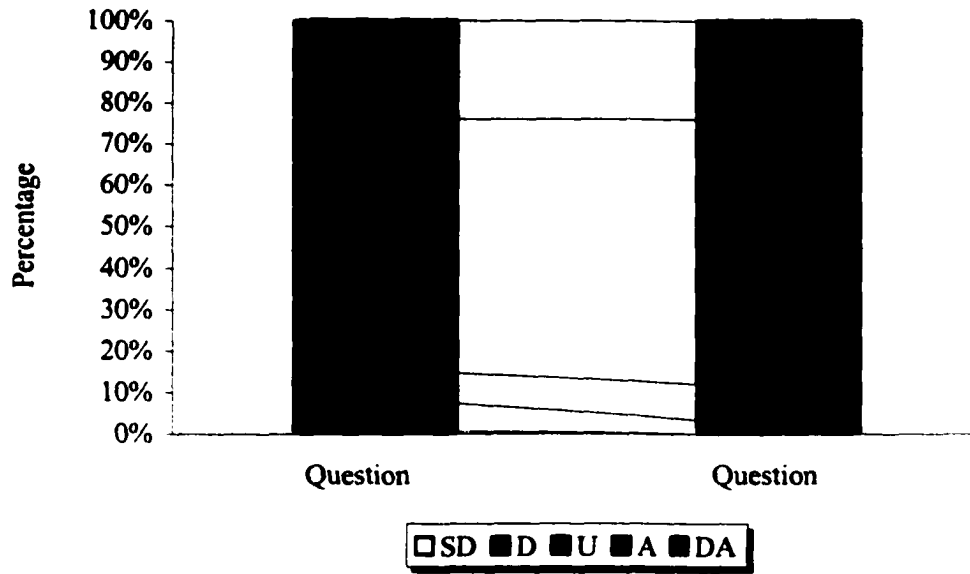


Figure 15

Percentage of Teacher's Beliefs as Relate to the Teacher's Qualification and Training for Elementary English Education in Taiwan

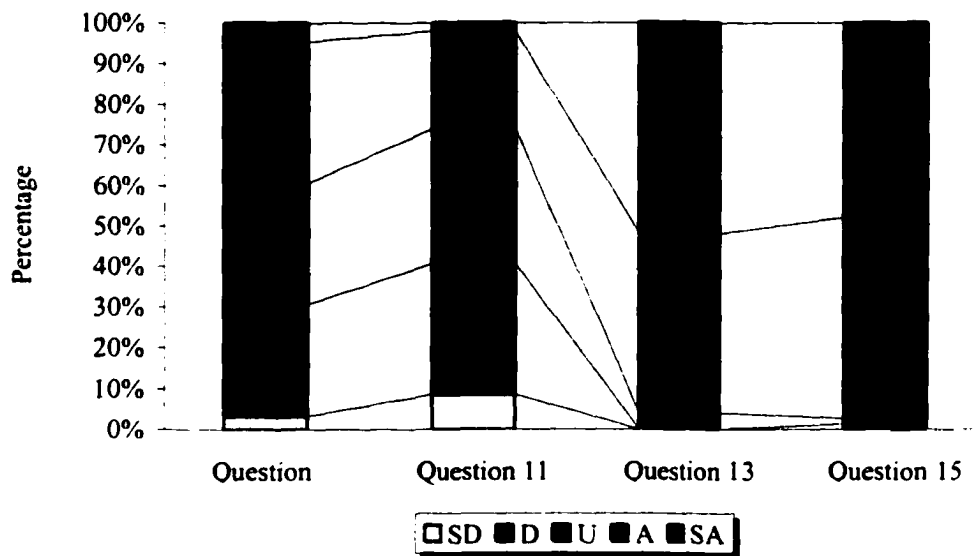


Figure 16

Percentages of Teacher's Beliefs as Relate to Material of Elementary English Education in Taiwan

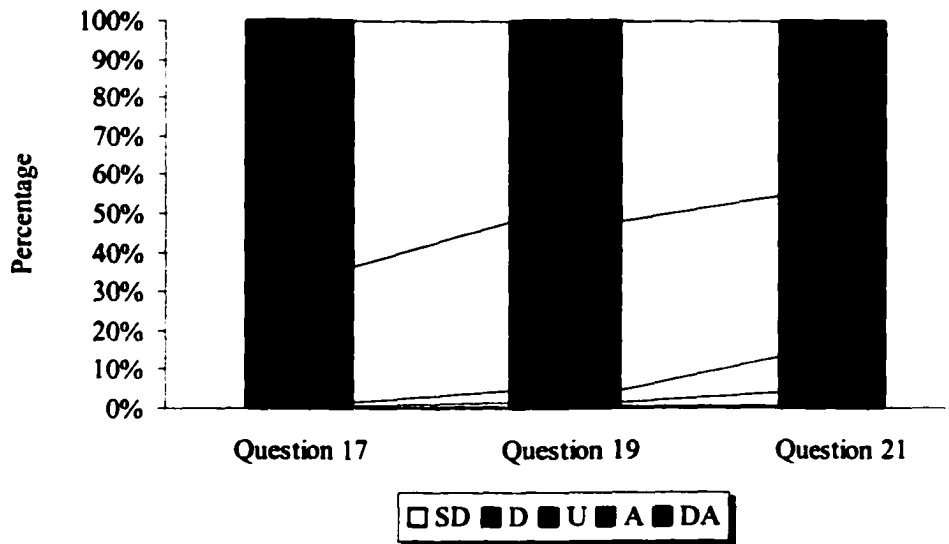


Figure 17

Percentages of Teacher's Practices as Relate to Teaching Methods of Elementary English Education in Taiwan

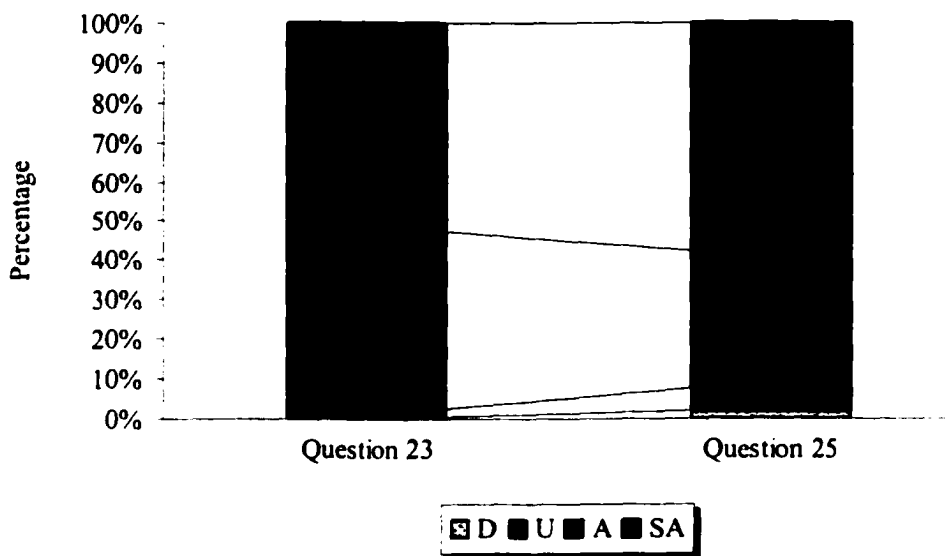


Figure 18

Percentages of Teacher's Beliefs as Relate to Assessment of Elementary English Education in Taiwan

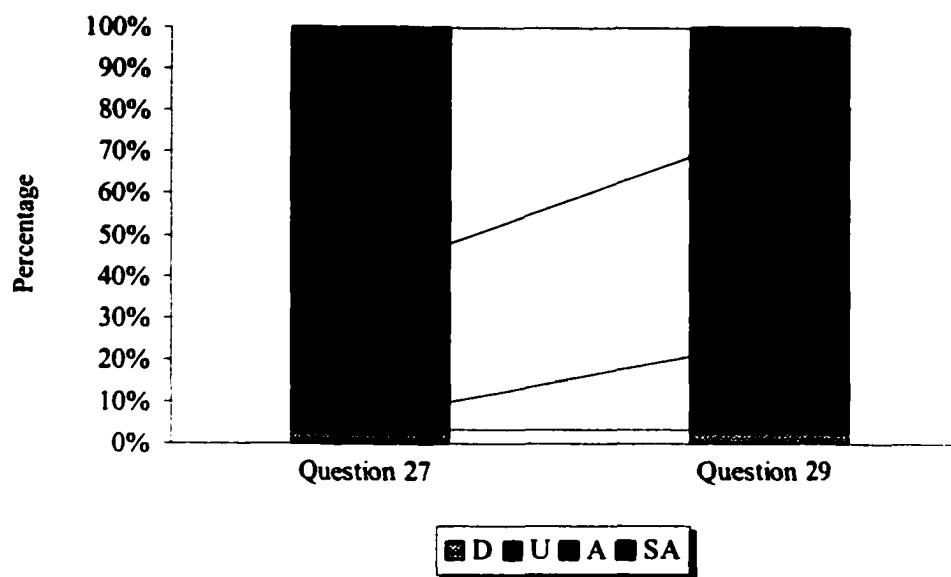


Figure 19

Percentages of Teacher's Beliefs as Relate to Curriculum Content of Elementary English Education in Taiwan

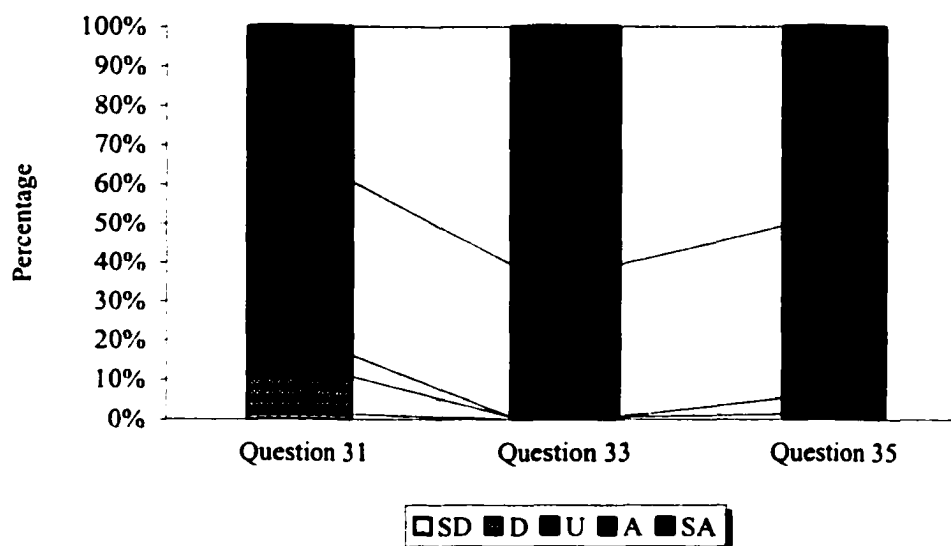


Figure 20

Percentages of Teacher's Beliefs as Relate to Environment of Elementary English Education in Taiwan

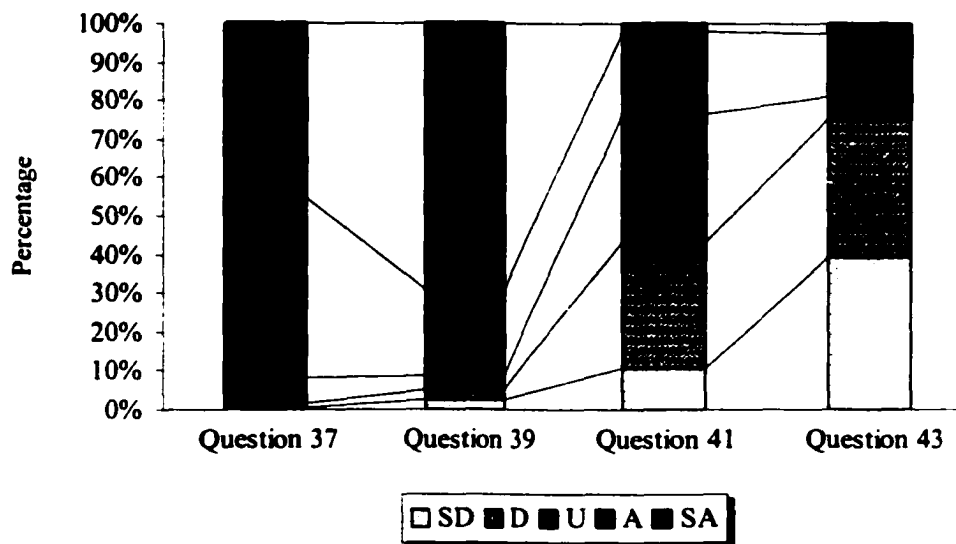
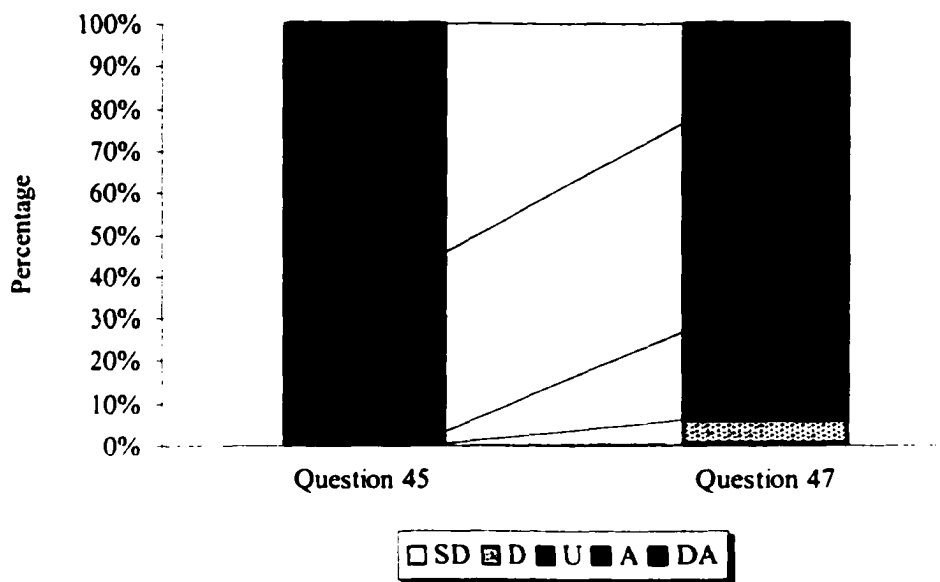


Figure 21

Percentages of Teacher's Beliefs as Relate to Culture of Elementary English Education in Taiwan



APPENDIX I
HUMAN SUBJECT COMMITTEE APPROVAL LETTER



THE UNIVERSITY OF SOUTH DAKOTA

414 East Clark Street • Vermillion, SD 57069-2390

RESEARCH COMPLIANCE OFFICE

(605) 677-6184

FAX (605) 677-3134

April 25, 2002

Constance Hoag and Tzu-Ching, Kate, Chen
School of Education
Division of Curriculum and Instruction

PROJECT TITLE: A Survey of Beliefs and Practices of Fifth and Sixth Grade English Teachers Concerning Elementary English Education in Taiwan

Dear Dr. Hoag and Ms. Chen:

Your proposal referenced above has been reviewed and approved via the procedures of the USD Human Subject Committee. A copy of the approval form is enclosed.

When this study is completed please notify the Research Compliance Office. If the study is to last longer than one year, a progress report is to be submitted to the Research Compliance Office prior to the end of the year along with a request for approval of an extension of the project period. A form to assist you in filing your completion and/or progress report is enclosed.

If you have any questions, please contact me.

Sincerely,

Howard Coker
USD Human Subject Committee
301 Pardee
(605) 677-6184

**UNIVERSITY OF SOUTH DAKOTA
HUMAN SUBJECT COMMITTEE**

CERTIFICATION OF REVIEW/APPROVAL

PROJECT TITLE: A Survey of Beliefs and Practices of Fifth and Sixth Grade English Teachers Concerning Elementary English Education in Taiwan

PROJECT DIRECTOR: Constance Hoag and Tzu-Ching, Kate, Chen

DATE APPROVED: April 24, 2002

PROJECT PERIOD: April 24, 2002 – April 23, 2003

TYPE OF REVIEW: Exempt

RISK INVOLVED: Minimal

APPROVAL/COMMENTS: This protocol was reviewed and approved for a period of one year from the date of approval.

FOLLOWUP REVIEW OF THIS PROPOSAL IS SCHEDULED FOR: April 2003

YOU MUST OBTAIN **PRIOR** APPROVAL FOR ANY SIGNIFICANT CHANGES IN YOUR RESEARCH PROTOCOL.

THIS REVIEW WAS CONDUCTED IN ACCORDANCE WITH THE PROCEDURES STIPULATED BY THE UNIVERSITY OF SOUTH DAKOTA'S ASSURANCE OF COMPLIANCE WITH US DHHS REGULATIONS FOR THE PROTECTION OF HUMAN RESEARCH SUBJECTS. (45 CFR 46)

CERTIFICATION OF 'EXEMPT' REVIEW ACTION:

Howard Cohen
USD Research Compliance Officer

4/24/02
Date Approved