

Educational Innovation: the implementation of English teaching in Taiwanese elementary schools -A case study

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Abstract

The study aimed to investigate students' motivation and English learning after nine years of the official implementation of English teaching in Taiwanese elementary schools. A case study was used for the research methodology. Participants were 307 students from five elementary schools in 3 rural districts of Tainan City. All of the participants took a set of National English Test in Proficiency for All on the Web (NETPAW, A1-1, Beginning & Basic) and filled out a questionnaire dealing with their English learning motivation/attitude (Gardner, 1985). All available data were processed by SPSS 17.0 for descriptive, correlation, and predictive analyses. Findings showed students' participating in extra English programs out of campus, parents' attitudes toward children's English learning, and students' motivational intensity played crucial roles in English learning and performance.

Keywords: motivation, English performance, National English Test in Proficiency for All on the Web (NETPAW)

1. Background

As in a global village, English has become the "Lingua Franca" and been widely used as a tool for communication in many fields. To promote the English skills of its workforce and economic outlook, as many countries have invested enormous resources in English language learning, so is Taiwan. One of the efforts and changes made was the nation-wide implementation of English teaching for the elementary school students in 2005, starting from the third graders upward, though, not until 2001, was English officially included in the curriculum for the fifth and sixth grades in elementary schools. Based on The Nine-year Integrated Curriculum for Elementary and Junior High Schools Guidelines, the goals of English curriculum are (1) to help students develop basic communication skills in English; (2) to cultivate students' interests in learning English; and (3) to promote students' awareness of local and foreign cultures and customs (Ministry

of Education, Taiwan, 2000). Consequently, the English instructions at the elementary stage are placed on developing students' listening and speaking abilities in the first two years with approximately 1-2 hours a week, and the gradually integrating reading and writing skills, in the following two years with approximately 2 hours a week. Now, it is nine years since the official implementation of English instruction in the elementary schools. The process still has some pros and cons. Some crucial concerns include the differences of students' learning motivation, English prior knowledge, rural/urban areas, teachers, resources, performance, etc. Hence, the study aimed to investigate how elementary school students think about English learning as well as how and what they perform in learning English nowadays.

The Research Questions

The study intended to answer the following research questions:

1. How Taiwanese EFL elementary school students are motivated to learn English,
2. How they perform in English learning,
3. What factors are predictive to their English performance.

Purposes of the Study

This study was a step toward providing a better understanding of (1) Taiwanese EFL elementary school students' English learning motivation and attitude, as well as (2) how they perform and what factors related to their English performance.

Limitation of the study

There were three limitations of the study. They were:

1. The participants were from rural areas of the city in south Taiwan. The results of the study might be different from that of urban areas with better economic condition.
2. The English test only included listening and reading. So, students' speaking and writing abilities couldn't be known.
3. The information available here was based on students' self-reported data via school teachers' instruction and explanation in class. Students might either tend to answer the questions in terms of what seemed to be a socially acceptable response, or what they thought the teachers would like them to answer. Furthermore, the result would not be included in their academic records, hence they might not be serious enough in taking the English test or in answering the questions. Hence, all might influence the research results to some extent.

2. Literature review

Motivation and attitude

Gardner and Lambert (1959) were the first to publish the investigation of the relationship of attitudes and motivation to second language achievement. It was hypothesized that attitude could play a role in second language acquisition. They suggested two independent factors both related to second language acquisition; they were language aptitude and motivation.

As for motivation, Gardner & Lambert (1959) began to define it as integrative and instrumental

motivations. The former is “based on a desire to become more like valued members of the target language community,” (Gardner & Lambert, 1959, p.267) and the latter is that “which reflects a determination to acquire another language to achieve such goals as a good job or social recognition” (Clement, et.al., 1977). It’s found that there were clear associations among an integrative orientation, attitudes toward French speaking Canadians, motivational intensity and French achievement.

In relation to attitude, Titone (1990) focused on the role of attitude in second language learning. He indicated that attitudes strictly tied up with motivational dynamics work most powerfully, especially in acquiring mastery in a second language. The causal relationship between attitude and achievement is contradictory. Positive attitude may cause satisfactory achievement. On the other hand, successful achievement may breed positive attitudes. Unlike aptitude, attitudes are not inborn (Titone, 1990), they can be developed and cultivated. In any event, it was suggested that “Developing sound attitudes is the first step toward the achievement of bilingualism” (Titone, 1990, p.1).

National English Test in Proficiency for All on the Web (NETPAW)

Initiated and funded by the Ministry of Education (MOE) in 2004, the National English Test in Proficiency for All on the Web (NETPAW) was the first in Taiwan, created and integrated into the education system by the Council of Europe (CE), to create online English tests (Fu, et al, 2010). It contains 6 levels: Beginning and Basic (A1), Elementary (A2), Intermediate (B1), High-Intermediate (B2), Advanced (C1), and Professional (C2). All levels contain two stages of listening, reading and speaking. The NETPAW is open to all those who are interested in finding out what their English proficiency levels are. With the great advantages of two musts (English and Internet), age-free, and many others, NETPAW has been adopting widely not only in Taiwan but also in Hong Kong, Australia, USA, and many others (Fu, et al, 2010).

The Common European Framework of Reference (CEFR)

The Common European Framework of Reference (CEFR) provides a practical tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner. It is the result of extensive research and ongoing work on communicative objectives, as exemplified by the popular 'Threshold level' concept. It provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility and has become a key reference document and valuable tool for educational and professional mobility. It is available in over 35 language versions. There are 6 levels in CERF, including Breakthrough (A1), Waystage (A2), Threshold (B1), Vantage (B2), Effective Operational Proficiency (C1), and Master (C2) (CEFR, 2011). In 2005, the Ministry of Education (MOE) adopted the CEFR and required all major tests in Taiwan to be mapped onto the CEFR for test-users' reference.

3. Research methodology

A case study was used for the research methodology. That was because it was a bounded system, which was in a particular circumstance and with a particular problem, and also gave readers ‘space’ for their own opinions (Stake, 1988).

Subjects

A total of 307 Taiwanese EFL students participated in the study. They were all the student populations from 5 elementary schools in 3 rural districts of Tainan City, including 164 males (53%) and 143 females (47%). They were arranged by the individual schools in March-April, 2014 to take a simulation National English Test in Proficiency for All on the Web (NETPAW), (A1-1, Beginning and Basic), and filled out questionnaire dealing with their background, motivation, attitude and motivational intensity toward English learning. The number and percents of the subjects from different schools were shown in Table 1:

Table 1. Number and percentage of the subjects from different schools

schools		grades						all
		1st	2nd	3rd	4th	5th	6th	
School A	male	6	9	7	3	6	2	33
	female	8	3	5	1	6	3	26
	all	14	12	12	4	12	5	59
School B	male	4	8	9	3	5	7	36
	female	4	1	2	7	8	6	28
	all	8	9	11	10	13	13	64
School C	male	8	6	3	5	5	6	33
	female	4	10	5	6	4	5	34
	all	12	16	8	11	9	11	67
School D	male	6	4	6	4	4	6	30
	female	4	3	1	11	6	6	31
	all	10	7	7	15	10	12	61
School E	male	1	4	8	9	3	7	32
	female	2	1	2	8	6	5	24
	all	3	5	10	17	9	12	56
total	male	25	31	33	24	23	28	164
	female	22	18	15	33	30	25	143
	all	47	49	48	57	53	53	307

Data Collection Instrument

The research questionnaire items were mostly adopted from Gardner (1985). For easy to read, the questionnaire items were translated into Chinese, and even with phonetic symbols for the first two graders. The questionnaire contained 5 items of students' background, 16 items for reasons to learn English, 18 items for attitude, and the rest 10 items for motivational intensity.

Along with descriptive statistics of mean, standard deviation, and percentages of the questionnaire, Pearson Relation Analysis was used to find out if there was any relationship among motivation, attitude and motivational intensity, as well as the English scores of listening, reading, and total scores. In addition, a regression analysis was used to find out the best predictors of students' English performance. All were

processed by Statistical Package of Social Science (SPSS, 17). The research instruments were shown in Table 2:

Table 2. Research instruments of the study

Research instruments		item number	point/score
Questionnaire	background	5	1.2.3.4.5.6
	motivation	16	1.2.3.4.5
	attitude	18	1.2.3.4.5
	motivational Intensity	10	1.2.3
NETPAW, CEFR A1-1	listening	20	100
NETPAW,CEFR A1-1	reading	20	100
NETPAW,CEFR A1-1	total	40	100

*NETPAW: National English Test in Proficiency for All on the Web, (A1-1, Beginning and Basic)

4. Findings

Findings included(1) the reliability of the questionnaire; (2) students' background, (3) the descriptions and correlation of students' motivation, attitude and motivational intensity; as well as students' English scores of listening, reading and total scores; and(4) predictors of both students' English scores and motivation, attitude and motivational intensity. The findings were described below:

1. The reliability of the research instrument

The reliability of the questionnaire in the study was Cronbach Alpha =.916 (N of case=44). "If a test were perfectly reliable, the reliability coefficient would be 1,00...However, no test is perfect reliable" (Gay & Airasian, 2003, p.141). Hence, the result indicated that the research instrument of the study was quite reliable. The reliability was shown in Table 3:

Table 3. Reliability of the research instrument

Cronbach's Alpha	N of case
.916	44

2. Students' background

About 47% of the students self-reported that they "never" attended any extra English programs out of campus, while 15% attended less than 1 year, 16.7%, 1-2 years, and 21%, more than 2 years. In addition, 9.2% expressed that their family "often" guided them with their English homework, 44.4%, "sometimes" and 46.4% "never". Furthermore, regarding to how their family cared about their English learning, 31.3% reported "care about very much"; 22.1%, "care about", 31.6%, "so so"; 4.8%, "don't care"; 10.2%, "don't care at all".

3. Description of students' motivation, attitude, and motivational intensity

Students were found to be more instrumentally motivated than integratively ($p < .01$). The top five reasons for them to learn English were: "English seems of great importance today" ($M=3.91$) (item 20); "To be an educated person" ($M=3.79$) (item 10); "To pass exam" ($M=3.74$) (item 16); "To promote educational and cultural background" ($M=3.71$) (item 15); and "To understand English speaking people and their way of life" ($M=3.55$) (item 7). On the contrary, less students were motivated to learn English because "To leave Taiwan and become a member of American society" ($M=2.49$) (item 13); "To think and behave like an English speaking person" ($M=2.59$) (item 11); "To study abroad" ($M=2.77$) (item 14), or "Because I like the English speaking people" ($M=2.88$) (item 21).

Regarding to attitudes toward English learning and culture, students strongly agreed that "English is an international language, everyone should learn English" ($M=4.02$) (item 23) and wished they "could speak English fluently" ($M=4.18$) (item 26); expected "to have more teachers who are native speakers of English" ($M=3.77$) (item 37). In addition, they "hope to go abroad in the summer or winter" ($M=3.75$) (item 39), and believed that "English is important, because the people who speak it are important" ($M=3.66$) (item 22).

As for motivational intensity, 80% of the students expressed that "When I have a problem understanding something we are learning in English class, I immediately ask the teacher for help" (item 41), 76.6% reported that "After I get my English assignments back, I always read carefully, or rewrite them, correcting my mistakes" (item 47), and 58.2% reported that "When it comes to English homework, I work very carefully, making sure I understand everything" (item 43). However, if there were an English cartoon or English program on TV, 22.4% of them would "never watch it" (item 49); 20.7% would hardly ever actively think about what they had learned in their English class (item 44), and 30.8% would change the station when they heard an English song on the radio or TV (item 48).

In a whole, students had strong motivation ($M=3.25$ out of 5.00), positive attitudes ($M=3.37$ out of 5.00), and favorable motivational intensity ($M=2.35$ out of 3.00). Particularly, they were motivated to learn English more instrumentally ($M=3.42$ out of 5.00) than integratively ($M=3.07$ out of 5.00) ($p < .01$). The findings were shown on Table 4:

Table 4. Descriptive analysis of motivation, attitude and motivational intensity

	N	minimum	maximum	M	SD
motivation	284	1.00	5.00	3.25	.75
attitude	284	1.00	5.00	3.37	.69
intensity	291	1.00	3.00	2.35	.41
instrumental	288	1.00	5.00	3.42	.71
integrative	288	1.00	5.00	3.07	.83

Note. In motivation part, odd numbered items were classified as instrumental orientation, while even numbers were classified as integrative orientation.

4. The relationship among motivation, attitude and motivational intensity

By Pearson Correlation analysis, it's found that motivation, attitude and motivational intensity were strongly and positively correlated to one another ($p < .01$). The results were shown in Table 5:

Table 5. Relations among motivation, attitude and motivational intensity

		motivation	attitude	intensity
motivation	Pearson	1	.746(**)	.443(**)
	Sig (two tails)		.000	.000
	N	284	276	282
Attitude	Pearson	.746(**)	1	.580(**)
	Sig (two tails)	.000		.000
	N	276	284	280
Intensity	Pearson	.443(**)	.580(**)	1
	Sig (two tails)	.000	.000	
	N	282	280	291

* $p < .05$

** $p < .01$

5. Regression analysis of factors predicting students motivation, attitude and intensity

The findings showed that factors predictive to students' motivational were gender ($p < .01$); grade ($p < .05$), negatively; cram school ($p < .05$); and parents' care about English learning ($p < .01$); and factors predictive attitude were gender ($p < .01$), cram school ($p < .05$), and parents' care about English learning. As for motivational intensity, predictive factors were gender ($p < .01$), grade ($p < .05$), negatively, cram school ($p < .05$), and parents' care about English learning ($p < .01$). The results were shown in Table 6.

Table 6. Regression analysis summary for factors predicting students' motivation, attitude and motivational intensity

Factor	t	sig	t	sig	t	sig
(constant)	6.490	.000	8.799	.000	11.693	.000
gender	1.395	.164	2.819	.005	4.298	.000
grade	.912	.363	-1.348	.179	-2.441	.015
cram school	2.977	.003	2.147	.033	2.056	.041
homework	2.028	.044	.418	.676	-.249	.804
parents	2.926	.004	4.677	.000	4.219	.000
Dependent variables	motivation		attitude		motivational intensity	

6. Description of students' English scores of NETPAW

For all the participants, the average scores of English listening, reading, and total scores were 63.62/100, 46.36/100, and 110/200, respectively. Based on NETPAW, the passing score of listening and reading was 65 points of A1 (Beginning and Basic Level) and 70 points for other Levels. The results were shown in Table 7:

Table 7. Descriptive analysis of English scores of NETPAW

	CEFR	N	minimum	maximum	M	SD	passing score
listening	A1-1	305	20	100	63.62	21.41	65
reading	A1-1	305	0	90	46.36	18.26	65
total	A1-1	305	35	190	110.0	36.38	130

CEFR: The Common European Framework of Reference, A1-1(Basic Level)

7. The relationship among English scores of listening, reading, and total scores

The finding showed that the three English scores of listening, reading and total scores were strongly correlated to one another ($p < .01$). The results were shown in Table 8:

Table 8. Relationship among English scores of listening, reading, and total scores

		listening	reading	total
listening	Pearson	1	.682(**)	.930(**)
	Sig (two tails)		.000	.000
	N		305	305
reading	N	.682(**)		.903(**)
	Sig (two tails)	.000		.000
	N	.305	1	.305
Total	Pearson	.930(**)	.903(**)	
	Sig (two tails)	.000	.000	
	N	305	305	1

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

8. Regression analysis of factors predicting students' English scores of NETPAW

By regression analysis, the results showed that grade and cram school were predictive to all English scores of listening, reading, and total scores ($p < .01$), while parents' attitude and students' motivational intensity were predictive to English scores of reading and total scores ($p < .05$). The findings were shown in Table 9.

Table 9. Regression analysis summary for factors predicting students' English scores

Factor	t	sig	t	sig	t	sig
(constant)	1.533	.126	.269	.788	1.084	.279
gender	1.098	.273	-.118	.906	.565	.572
grade	10.551	.003	8.051	.000	11.029	.000
Cram school	5.763	.000	4.790	.000	6.225	.000
homework	.065	.948	.438	.662	.317	.752
parents	1.763	.079	2.188	.030	2.309	.022
motivation	-.889	.375	-.492	.623	-.828	.409
attitude	.324	.746	-.130	.897	.094	.925
motivational intensity	1.627	.105	2.166	.031	2.258	.025
Dependent variables	listening score		reading score		total score	

9. Summary of students' motivation, attitude, motivational intensity and English scores of the six graders

Among the six graders, it was found that the 4th graders had the highest means in motivation, attitude, and motivational intensity. As expected, the sixth graders had the best scores of English listening, reading, and total scores. Comparatively, the 1st and 2nd graders were less motivated, the 3rd and 5th graders needed more positive attitude, as well as the 3rd and 6th graders were in need of improving motivational intensity. As a whole, 4th graders had more favorable behaviors to learn English, while 6th graders had better English scores than other graders. The findings were shown in Table 10.

Table 10. Students' motivation, attitude, motivational intensity and English scores of the six graders

	grades						all
	1st	2nd	3rd	4th	5th	6th	
Motivation	3.14	3.02	3.25	3.44	3.22	3.38	3.25
Student number	33	48	44	57	51	51	284
Attitude	3.45	3.39	3.22	3.52	3.30	3.37	3.37
Student number	31	46	45	57	53	52	284
Motivational Intensity	2.37	2.38	2.24	2.49	2.32	2.27	2.35
Student number	35	48	47	56	52	53	291
Listening scores	44.14	45.72	63.54	67.80	74.26	82.42	63.62
Student number	47	48	48	57	53	52	305
Reading scores	32.76	31.87	45.83	50.43	55.94	58.26	46.36
Student number	47	48	48	57	53	52	305
Total scores	76.91	77.70	109.37	118.24	130.28	140.57	110.00
Student number	47	48	48	57	53	52	305

10. Summary of students' background, motivation, attitude, motivational intensity, and English scores of the five different schools

Among the five elementary schools, each one had its advantage. For example, School A had the highest mean in reading and English total scores; while School B, students had the highest motivation. On the other hand, School C had the highest means in students' attending cram schools, parents' positive attitude toward English learning, and students' motivational intensity. Additionally, School D had the highest mean in parents' guiding children's English homework; and School E had the highest listening scores. The findings were shown in Table 11.

Table 11. Summary of students' background, motivation, attitude, motivational intensity, and English scores of the five different schools

school	student	cram school	home work	parent attitude	motivation	attitude	intensity	listening	reading	total score
School A	59	2.18	3.62	3.48	3.18	3.31	2.36	66.13	49.74	115.84
School B	64	2.19	3.48	3.50	3.39	3.43	2.24	60.31	43.49	103.80
School C	67	2.32	3.76	3.94	3.24	3.50	2.47	60.07	44.01	104.16
School D	61	1.80	3.78	3.68	3.20	3.31	2.32	65.90	47.54	113.44
School E	56	2.10	3.42	3.37	3.25	3.29	2.35	66.42	47.50	113.92
All	307	2.11	3.62	3.59	3.25	3.37	2.35	64.63	46.84	111.48

5. Conclusion and Implication

Some conclusions and implications derived from the study were described below:

Conclusion:

1. The research instrument of the study was quite reliable (Cronbach's Alpha=.916).
2. Based on students' self-report, 46.9% never attended any extra English program out of school; 46.4% expressed their family never guided their English homework. In addition, a total of 15% said their family didn't care about their English learning.
3. Students had strong motivation, positive attitude, and favorable motivational intensity, and the three variables were correlated to one another ($p < .01$).
4. Students were found to be more instrumentally motivated than integratively ($p < .01$). The top five reasons for them to learn English were: "English seems of great importance today"; "To be an educated person"; "To pass exam"; "To promote educational and cultural background"; and "To understand English speaking people and their way of life".
5. Students held positive attitude toward English learning and strongly agreed that "English is an international language, everyone should learn English". They wished they "could speak English fluently"; expected "to have more teachers who are native speakers of English".
6. As for motivational intensity, 80% of the students expressed that "When I have a problem understanding

something we are learning in English class, I immediately ask the teacher for help”; 76.6% reported that “After I get my English assignments back, I always read carefully, or rewrite them, correcting my mistakes”. However, if there were an English cartoon or English program on TV, 22.4% of them would “never watch it”; and 30.8% would change the station when they heard an English song on the radio or TV.

7. Students’ English scores of listening, reading and total scores of National English Test in Proficiency for All on the Web (NETPAW) were strongly correlated to one another ($p < .01$). But the average English proficiency of the students was not satisfactory, especially reading ability. In fact, in the study, many students’ English proficiency level was lower than Beginning and Basic Level (A1-1), which is the English proficiency level equivalent to the beginners or low graders of elementary school students supposed to have.
8. Factors related to students’ English scores, except for grades difference, were attending extra English program out of campus ($p < .01$), family’s care about their English learning ($p < .05$), and their own motivational intensity ($p < .0$).
9. Factors related to students’ motivational intensity were gender ($p < .01$), grade ($p < .05$), attending cram school ($p < .05$), and family’s care about English learning ($p < .01$).
10. Last, in terms of learning English and English performance, the 4th graders had more favorable behaviors, while the 6th graders had better English performance.

Implication

1. Students had strong motivation, positive attitude, and favorable motivational intensity, but many students’ English proficiency was still not satisfactory, especially reading ability. So, with gradual integrate reading ability in teaching was strongly recommended.
2. Attending extra English programs out of campus and family’s care about English learning were found to be related to students’ English performance. However, many students were from low-income family, and 46.9% couldn’t afford to attend cram schools for extra English learning. So, it is suggested that the schools provide some English-related extra curricula activities on campus to help students have more opportunities to learn English.
3. Students’ motivational intensity was found to be predictive to their English performance, and correlated with motivation and attitude. Songs and movies are believed to play important roles in language learning. Nevertheless, the study found that 22-30% of the students were not interested in them. Hence, it is suggested to include English songs and movies in the teaching process, expecting students to put more efforts, hold positive attitude, and learn English both instrumentally and integratively.
4. Above all, with more years of learning, the 5th and 6th graders had better English performance as expected, however, their English learning behaviors were not so favorable as that of lower graders, in particular, the 4th graders, who had the most favorable motivation, attitude, and motivational intensity.
5. It is nine years after the official implementation of English teaching in elementary schools in Taiwan. However, many students, especially in rural areas, seem to be in need of improvement of motivation and performance. It is suggested that policy-makers, administrators, and school teachers take it seriously when designing English teaching curriculum, instruction, and evaluation.

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Appendix: Questionnaire

(N= 307)

I. Background	1%	2%	3%	4%	5%	6%
1. Gender: 1.boy 2.girl	52.9	47.1				
2. I am in _____ 1.first grade 2.second grade 3.third grade 4.fourth grade 5. Fifth grade 6.sixth grade	15.3	16.0	15.6	18.6	17.3	17.3
3. Attending extra English programs out of school (such as cram schools) 1.never, 2.less than 1 year 3.1-2 years 4.more than 2 years	46.9	15.3	16.7	21.1		
4. Family's guiding English homework 1.always 2.sometimes 3.never	9.2	44.4	46.4			
5. Family's care about my English learning 1.care about very much 2.care about 3. so so 4. don't care 5.don't care at all	31.3	22.1	31.6	4.8	10.2	
II. Orientation Index: Reasons for studying English						
1=strongly disagree 2= disagree 3= no comment 4= agree 5= strongly agree						
contents	1%	2%	3%	4%	5%	M SD rank
6. To fulfill a school requirement.	8.5	10.9	30.3	25.5	24.8	3.47 1.21 (7)
7. To understand English speaking people and their way of life.	7.1	7.5	32.7	27.9	24.8	3.55 1.15 (5)
8. To get a better job.	11.9	8.8	26.4	23.1	29.8	3.50 1.31 (6)
9. To make friends with foreign language speakers.	15.4	14.0	30.0	18.8	21.8	3.17 1.33 (9)
10. To be an educated person.	7.5	9.6	26.6	21.5	34.5	3.79 2.61 (2)
11. To think and behave like an English speaking person	26.9	18.7	33.3	9.9	11.2	2.59 1.28 (15)
12. To read the original publications.	19.0	17.3	29.5	17.3	16.9	2.95 1.33 (12)
13. To leave Taiwan and become a member of American society.	33.3	20.1	23.8	12.6	10.2	2.49 1.49 (16)
14. To study abroad.	22.4	18.7	33.0	10.2	15.6	2.77 1.33 (14)
15. To promote educational and cultural background.	7.1	6.5	28.2	23.8	34.4	3.71 1.20 (4)
16. To pass exams.	5.8	8.2	29.0	19.8	37.2	3.74 1.20 (3)
17. To merit social recognition.	17.0	11.2	28.9	25.2	17.7	3.15 1.31 (10)
18. To travel abroad.	11.6	16.7	26.2	18.7	26.9	3.32 1.33 (8)
19. I like the countries in which English is spoken.	20.7	13.9	30.6	16.7	18.0	2.97 1.36 (11)
20. English seems of great importance today.	4.8	6.5	23.0	24.1	41.6	3.91 1.15 (1)
21. I like the English speaking people.	25.1	11.2	33.2	11.5	19.0	2.88 1.40 (13)
Instrumental Orientation (even numbers)					3.42	.71 .000
Integrative Orientation (odd numbers)					3.07	.83
Total					3.25	.52

II. Attitude toward English learning and culture	1%	2%	3%	4%	5%	M	SD	rank
22. English is important, because the people who speak it are important.	8.8	6.4	27.5	23.7	33.6	3.66	1.24	(5)
23. English is an international language, everyone should learn English.	5.1	4.4	21.7	21.0	47.8	4.02	1.15	(1)
24. Every educated person should learn English.	9.6	4.8	35.5	22.2	28.0	3.54	1.21	(6)
25. I am not really interested in English; I learn it just because it is a required course in school.	28.8	20.0	28.1	9.5	13.6	3.41	1.35	(10)
26. I wish I could speak English fluently.	7.1	4.7	17.6	20.7	49.8	4.01	1.22	(2)
27. I hope to make friends with English speaking people.	13.7	10.2	26.6	18.4	31.1	3.43	1.37	(9)
28. I enjoy listening to English songs and news broadcasts.	14.9	16.3	30.8	15.3	22.7	3.14	1.34	(15)
29. I enjoy speaking English.	14.0	14.0	33.6	19.9	18.5	3.14	1.27	(15)
30. I enjoy reading English newspaper, magazines, or original publications.	19.3	17.3	36.6	11.9	14.9	2.85	1.28	(17)
31. I enjoy writing diary, letters, or compositions in English.	13.2	17.3	29.2	17.3	23.1	3.19	1.32	(14)
32. In addition to English, I want to learn an additional foreign language in the future.	14.3	6.8	27.2	22.4	29.3	3.45	1.35	(8)
33. I like to have chances to know other country's culture, so I hope to study abroad.	18.7	11.2	23.8	18.4	27.9	3.25	1.44	(12)
34. I have more difficulties in speaking and listening when I learn English.	14.2	13.9	29.8	19.7	22.4	3.22	1.32	(13)
35. Generally speaking, most Americans are friendly, and courteous.	9.5	10.2	41.4	21.0	18.0	3.27	1.15	(11)
36. I expect to have more practical teaching material for us to learn, because I am not satisfied with the present textbook we use.	19.4	13.6	42.5	11.9	12.6	2.84	1.23	(18)
37. I expect to have teachers who are native speakers of English.	8.1	8.1	23.7	18.3	41.7	3.77	1.29	(3)
38. I hope to have more English classes in school.	12.3	9.2	28.4	19.5	30.5	3.46	1.33	(7)
39. I hope to study abroad in the summer or winter vacation.	11.2	5.8	24.1	14.2	44.7	3.75	1.36	(4)
Total						3.37	.69	
III. Motivational intensity	1%	2%	3%			M	SD	rank
40. If English were not taught in school, I would: (1) not bother learning English at all. (2) pick up English in everyday situations (i.e., read English books and newspapers, try to speak it whenever possible, etc.). (3) try to obtain lessons in English somewhere else.	22.4	42.0	35.6			2.15	.80	(7)

41. When I have a problem understanding something we are learning in English class, I:(1) just forget about it. (2) only seek help just before the exam. (3) immediately ask the teacher for help.	7.1	12.9	80.0			2.73	.58	(1)
42. Considering how I study English, I can honestly say that I: (1) will pass on the basis of sheer luck or intelligence because I do very little work. (2) do just enough work to get along. (3) really try to learn English.	15.6	31.2	53.2			2.37	.74	(6)
43. When it comes to English homework, I: (1) just skim over it. (2) put some effort into it, but not as much as I could. (3) work very carefully, making sure I understand everything.	7.5	34.4	58.2			2.50	.63	(3)
44. I actively think about what I have learned in my English class: (1) hardly ever. (2) once in a while. (3) very frequently.	20.7	58.5	20.7			2.00	.64	(9)
45. When I am in English class, I: (1) never say anything. (2) answer only the easier questions. (3) volunteer answers as much as possible.	6.8	40.1	53.1			2.46	.62	(5)
46. If my teacher wanted someone to do an extra English assignment, I would: (1) definitely not volunteer.(2) only do it if the teacher asked me directly.(3) definitely volunteer.	8.5	35.4	56.1			2.47	.64	(4)
47. After I get my English assignments back, I: (1) just throw them in my desk and forget them. (2) look them over, but don't bother correcting mistakes. (3) always read carefully, or rewrite them, correcting my mistakes.	6.1	17.3	76.6			2.70	.57	(2)
48. When I hear an English song on the radio, I: (1) change the station.(2) listen to the music, paying attention only to the easy words.(3) listen carefully and try to understand all the words.	30.8	23.7	45.4			2.14	.86	(8)
49.If there were a local English TV station, I would: (1) never watch it. (2) turn it on occasionally.(3) try to watch it often.	22.4	56.9	20.7			1.98	.65	(10)
Total						2.35	.41	