

College Students' Attitudes toward English Ability Grouping Instruction -A Case Study in Taiwan

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Abstract

Under the fact of the great differences of students' individual English ability, is it necessary to group students into different levels of English classes? Does it work? The study aims to investigate how it goes in a private five-year junior college in Southern Taiwan. A total of 80 students participated in the study, including 19 males (24%) and 61 females (76%). They helped to fill out the questionnaire of attitudes toward English ability grouping instruction. Available data were processed by SPSS. Findings show that most of the students hold positive attitudes toward English ability grouping instruction, but it's expected that re-replacement of grouping should be available every semester so that students have chances to be transferred to more appropriate levels.

Keywords: English ability grouping instruction, attitudes

Introduction

Under the fact of the great individual differences of students' English ability and to improve teaching effectiveness, many colleges began to group students homogeneously in English teaching. The question of how it goes attracts lots of attention. Hence, it's necessary to investigate the students' attitudes toward English ability grouping instruction.

Background

Should students be grouped and taught heterogeneously or homogeneously? It has been a long debatable issue since Binet and Simon's the IQ Test in 1905. Without doubt, each system has its advantages and disadvantages. Most of the advantages of homotgerneous grouping emphasize more on mastering learning, adaptive learning, and individual differences, while the disadvantages include labeling effects, and cooperative learning issue, etc.(Chen, 2006; Hallinan & Sorensen, 1983; Kerckhoff, 1986; Slavin, 1987). In addition, students' attitude toward foreign language learning plays an important role in their performance (Gardner, 1985). Hence, the study is an attempt to explore students' attitude toward English ability grouping instruction.

The Research Question

The study mainly intends to find out junior college students' attitude toward English ability grouping instruction. In addition, the study expects to see if there are some significant differences on students' attitudes toward the English ability grouping instruction by different genders, levels and majors.

Subjects

A total of 80 first grade students from three departments in a private five-year junior college in Southern Taiwan participated in the study. Among them, 19 (24%) were males and 61 (76%) were females, and 53 were from Department of Nursing, 15, from Department of Hospitlaity Management, and 12 from Department of Aged Healthcare Service. They were divided into two classes, namely, Class A (advanced) and Class B (Regular) (see Table 1). For them, English is one of the required courses in school. They were arranged to fill out questionnaires dealing with their background and their attitudes toward English ability grouping instruction.

Table 1. Subjects of the study

Department	Male	Female	Total
Nursing	7	46	53
Hospitality Management	9	6	15
Aged Healthcare Service	3	9	12
Total	19	61	80

Procedure

Data collecting

Subjects were from 3 departments, including Departments of Nursing (N), Hospitality Management (H), and Aged Healthcare Service (A). Subjects of the study with different majors and levels are shown below:

Table 2. Subjects of the study with different majors and levels

Department	Class A	Class B	Total
Nursing (N)	35 (66%)	18 (34%)	53
Hospitality Management (H)	3 (20%)	12 (80%)	15
Aged Healthcare Service (A)	5 (42%)	7 (58%)	12
Total	43 (54%)	37 (46%)	80

Findings and results

1. Validity and reliability of the instrument

Measurement is vital in the range of social research contexts. Two major concerns with it are reliability and validity. “What is the reliability of the measuring instrument?” and “What is its validity?” are two questions that researchers want to know. The former means the internal consistency of a test items; while the latter concerns if the instrument is “valid for what and for whom” (Gay, 1992, p.155).

Validity refers to the extent to which observations and statements are true reflections of reality and measure what is supposed to be measured. It can be conducted in different ways, such as content validity, criterion-related validity, construct validity, systemic validity, and face validity. In this study, construct validity is used to assess the validity of the measurement instrument because of its best purpose to investigate the theoretical relationship of English achievement to the non-observable learning behaviors. In particular, construct validity is the degree to which a measure is “invented” to explain behavior, especially to explain certain differences between individuals. For example, based on literature review, it is supported that good language learners may have some characteristics in common, such as high language aptitude, strong motivation, favorable attitude, necessary effort, low anxiety, appropriate learning strategy and styles. Hence, the research instrument dealing with learning behaviors is appropriate to be used to explain the validity of the study.

The reliability of the questionnaire was determined by calculating Cronbach’s Alpha. Cronbach’s Alpha is an appropriate measure of internal consistency when the data are of interval level as most sections of this instrument, except for Section One dealing with students’ personal demographic information. The reliability of this research instrument is .878 (Item number=30), The Alpha value of a “completely perfect” test would reach 1.00. However, no test can be completely perfect. In addition, Nunnally (1978) recommended “reliabilities of 0.70 or better” for basic research (sited in Panayiotis Panayides, 2013, p.689). Hence, the .878 Alpha value of the tests was quite acceptable. In other words, the instrument of the study was sufficiently reliable.

2. Students’ opinions of how to do the English ability grouping

As for how to do the English ability grouping (Item5), in general, the most popular methods with the students are “Based on students’ own decision” (37.5%); then “Based on students’ proficiency test scores” (28.8%), and “Based on students’ last semester’s English scores” (16.2%), followed by “Based on English entrance exam scores” (11.2%) and “Based on teacher’s recommendation”. The results are shown below:

Table 3. Students’ opinions of how to do English ability grouping instruction

	Entrance score		Last semester’s score		Proficiency test score		Teacher’s recommendation		Student own decision		total
	N	%	N	%	N	%	N	%	N	%	
Total	9	11.2	13	16.2	23	28.8	5	6.3	30	37.5	80
Rank	(4)		(3)		(2)		(5)		(1)		

3. Students' Attitudes toward English Ability Grouping Instruction

Among the 30 questions dealing with students' attitudes toward English ability grouping instruction, the five questions with the highest means are "I am satisfied with the teachers of English ability grouping instruction" (Item 19) (M=3.76), "I think after English ability grouping instruction, students are happy." (Item 7) (M=3.55), "I think after 'English ability grouping instruction', students can learn effectively." (Item 8) (M=3.55), and "I think after 'English ability grouping instruction', students can catch up" (Item 6) (M=3.53), and "I think after 'English ability grouping instruction', students benefit." (Item 9) (M=3.51). On the contrary, the five questions with the lowest means are "I feel much progressed to work with students who are at the same level" (Item 17) (M=2.91), "I think after 'English ability grouping instruction', Level A students will feel superior." (Item 28) (M=2.91), "I think after 'English ability grouping instruction', Level C students will feel inferior." (Item 29) (M=2.92), and "I think after 'English ability grouping instruction', students will feel to be labeled" (Item 27) (M=2.98), and "I don't think 'English ability grouping instruction' is appropriate, because students didn't take the test seriously" (Item 30) (M=2.98). All the question contents and means of students' attitudes toward English ability grouping instruction are shown below:

Table 4. Students' Attitude toward English Ability Grouping Instruction

(5=strongly agree, 4=agree, 3=no comments, 2=disagree, 1=strongly disagree)

Item No	Content	5%	4%	3%	2%	1%	M	SD	rank
19	I am satisfied with the teachers of "English ability grouping instruction".	27.5	30.0	36.3	3.8	2.5	3.76	.98	(1)
7	I think after "English ability grouping instruction", students are happy.	18.8	28.8	43.8	6.3	2.5	3.55	.95	(2)
8	I think after "English ability grouping instruction", students can learn effectively.	16.3	32.5	42.5	7.5	1.3	3.55	.89	(2)
6	I think after "English ability grouping instruction", students can catch up.	18.8	31.3	37.5	10.0	2.5	3.53	.99	(4)
9	I think after "English ability grouping instruction", students benefit.	16.3	26.3	51.3	5.0	1.3	3.51	.87	(5)
23	I am satisfied with the grading system of "English ability grouping instruction".	17.5	20.0	57.5	3.8	1.3	3.48	.87	(6)
32	I think there should be some complementary teaching for Level C students.	18.8	23.8	46.3	10.0	1.3	3.48	.95	(6)
24	I think students' progress is related to their motivation, not "English ability grouping instruction".	15.0	30.0	43.8	8.8	2.5	3.46	.94	(8)
34	I think it's quite necessary for "English ability grouping instruction", because students are with different English levels.	15.0	28.8	43.8	7.5	5.0	3.41	1.00	(9)
16	I feel less stressed to study with students who are at the same level.	10.0	31.3	50.0	6.3	2.5	3.40	.85	(10)
21	I am satisfied with the exams of "English ability grouping instruction"	15.0	25.0	47.5	7.5	5.0	3.37	.99	(11)

35	I hope “English ability grouping instruction” can continue.	17.5	17.5	52.5	8.8	3.8	3.36	.99	(12)
20	I am satisfied with the textbooks of “English ability grouping instruction”.	16.3	18.8	52.5	8.8	3.8	3.35	.98	(13)
11	Students like to study with their classmates. They are more familiar with one another.	12.5	23.8	50.0	12.5	1.3	3.33	.89	(14)
18	I am satisfied with “English ability grouping instruction”.	16.3	17.5	53.8	6.3	6.3	3.31	1.02	(15)
33	I think there should be some elite class for Level A students.	10.0	22.5	58.8	6.3	2.5	3.31	.83	(15)
25	I feel less progressed to study with students who are at the same level.	8.8	21.3	63.8	3.8	2.5	3.30	.78	(17)
22	I am satisfied with the scores of “English ability grouping instruction”.	10.0	26.3	47.5	10.0	6.3	3.23	.98	(18)
31	I think there should be some chances for students to be promoted to higher level or transferred to lower level.	12.5	21.3	46.3	15.0	5.0	3.21	1.01	(19)
14	I feel much stressed to study with students who are superior to me.	13.8	18.8	50.0	8.8	8.8	3.20	1.07	(20)
12	I think after “English ability grouping instruction”, students are not familiar with others and feel inconvenient to communicate with them.	10.0	20.0	52.5	11.3	6.3	3.16	.97	(21)
26	I think after “English ability grouping instruction”, It’s difficult for classroom management.	7.5	20.0	58.8	8.8	5.0	3.16	.87	(21)
13	I think after “English ability grouping instruction”, students feel inconvenient to change classrooms.	13.8	12.5	56.3	8.8	8.8	3.13	1.05	(23)
10	I think after “English ability grouping instruction”, students become interested in learning English.	13.8	8.8	57.5	16.3	3.8	3.12	.97	(24)
15	I feel much progressed to study with students who are superior to me.	12.5	11.3	56.3	16.3	3.8	3.12	.95	(24)
27	I think after “English ability grouping instruction”, students will feel to be labeled.	7.5	16.3	53.8	12.5	10.0	2.98	.99	(26)
30	I don’t think “English ability grouping instruction” is appropriate, because students didn’t take the test seriously.	10.0	11.3	55.0	15.0	8.8	2.98	1.01	(26)
29	I think after “English ability grouping instruction”, Level B students will feel inferior.	6.3	11.3	60.0	13.8	8.8	2.92	.92	(28)
17	I feel much progressed to work with students who are at the same level.	3.8	11.3	63.8	15.0	6.3	2.91	.81	(29)
28	I think after “English ability grouping instruction”, Level A students will feel superior.	5.0	11.3	62.5	12.5	8.8	2.91	.88	(29)

4. Students' attitudes toward English ability group instruction by genders

In light of gender differences, it was found that males had higher means ($M=3.37$) than females ($M=3.26$) toward English ability group instruction, however, the difference didn't reach any significant level. The only significant difference existed in Item 30, while more males "don't think that English ability grouping instruction is appropriate, because students didn't take the test seriously" ($M=3.31$) than males ($M=2.88$) ($p<.05$). Findings are shown in Table 5.

Table 5. Students' attitudes toward English ability group instruction by genders

Item no	Content	gender	M	SD	Sig
30	I don't think "English ability grouping instruction" is appropriate, because students didn't take the test seriously.	male	3.31	1.29	.018
		female	2.88	.89	
		all	2.98	1.01	
all		male	3.37	.42	.739
		female	3.26	.41	
		all	3.29	.41	

5. Students' attitudes toward English ability group instruction by levels

Regarding to the differences between Level A and Level B, it was found that Level A students (Advanced) had higher means than that of Level B (Regular). In particular, Level A students were more satisfied with the English ability grouping instruction than Level B students ($p<.01$) (Item 18). Additionally, Level A students were more supportive about school's providing some chances for students to transfer to the other level ($p<.05$) (Item 31), some remedial program for Level B students ($p<.05$) (Item 32), and some elite class for Level A students ($p<.01$) (Item 33) to meet individual student's need. The findings were displayed in Table 6.

Table 6. Students' attitudes toward English ability group instruction by levels

Item no	Content	level	M	SD	Sig
18	I am satisfied with "English ability grouping instruction".	A	3.41	1.15	.007
		B	3.18	.84	
		all	3.31	1.02	
31	I think there should be some chances for students to be promoted to higher level or transferred to lower level.	A	3.27	1.11	.047
		B	3.13	.88	
		all	3.21	1.01	
32	I think there should be some remedial program for Level B students.	A	3.72	1.03	.019
		B	3.21	.78	
		all	3.48	.95	
33	I think there should be some elite class for Level A students.	A	3.48	.96	.000
		B	3.10	.61	
		all	3.31	.83	
	All	A	3.35	.43	.415
		B	3.21	.39	
		all	3.29	.41	

6. Students' attitudes toward English ability group instruction by majors

Among the three majors: Department of Nursing, Department of Hospitality Management, and Department of Aged Healthcare Service, Nursing major students tend to have higher mean than the other two, except for their feeling inconvenient to change classrooms after the English ability instruction, while students of Department of Hospitality Management had the highest mean in the inconvenience (Item 13)($p < .05$). In addition, Nursing major students feel less progressed to study with students at the same level (Item 25) ($p < .05$), and believe that there should be some chances for students to be promoted to higher level or transferred to lower level (Item 31) ($p < .01$).

Table 7 Students' attitudes toward English ability group instruction by majors

Item no	Content	major	M	SD	Sig
13	I think after "English ability grouping instruction", students feel inconvenient to change classrooms.	N	2.88	1.03	.010
		H	3.66	1.04	
		A	3.58	.79	
		all	3.13	1.05	
25	I feel less progressed to study with students who are at the same level.	N	3.41	.81	.020
		H	3.26	.59	
		A	2.83	.71	
		all	3.30	.78	
31	I think there should be some chances for students to be promoted to higher level or transferred to lower level.	N	3.37	1.06	.004
		H	3.33	.48	
		A	2.33	.88	
		all	3.21	1.01	
	All	N	3.30	.46	.870
		H	3.24	.32	
		A	3.28	.28	
		all	3.29	.41	

Conclusion and Implication

1. Students come to school with great individual differences of English ability. To adopt appropriate English ability grouping instruction is necessary.
2. Most students prefer to be grouped by using English Proficiency Test scores and by their own decision as well. In addition to encouraging students, especially males (Item 30), to take the English Proficiency Test more seriously for a valid reference to do the grouping, schools can take students' opinions into consideration at the same time (Item 5).
3. Many students' English ability is not satisfactory, especially reading ability which should be enhanced. To meet the individual differences, some kind of elite program and remedial program should be provided for Level A students (Advanced) and Level B students (Regular)(Item 32& Item 33), respectively, to help their individual English proficiency become better.
4. Most of the students hold positive attitudes toward English ability grouping instruction, especially Level A students (Advanced)(Item 18), which is a good start and should be kept going.

5. Re-replacement of grouping should be available for every semester so that students have the chances to be transferred to more appropriate levels (Item 31), especially for students of Department of Nursing, who expressed the highest expectation.
6. Attitude plays an important role in students' learning. Hence, it's suggested that students need to be convinced to recognize the necessity and hold positive attitude toward the English ability grouping instruction, especially male students, Level B students (Regular), and students of Department of Hospitality Management and Aged Healthcare Service, who didn't hold the same positive attitudes toward the instruction as that of females, Level A students (Advanced), and students of Department of Nursing, respectively.

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Appendix

Appendix I: Questionnaire of Students' Attitude toward English Ability Grouping Instruction N=80

I Personal background						
1.	Department _____ Grade: _____ Name: _____ Student ID: _____					
2	Gender : 1.male 2. female	24%	76%			
3	Class: 1.A (advanced) 2.B (Regular)	54%	46%			
4	Major: 1.Nursing 2.Hospitality Management, 3.Aged Healthcare Service	66%	19%	15%		
5.	My suggestion for the method of English ability grouping instruction:1.Entrance score of English, 2.Last semester's English score, 3. English proficiency test score, 4. Teachers' recommendation, 5. Students' own decision	11.2 %	16.2 %	28.8 %	6.3 %	37.5 %
II Attitudes about the English Ability Grouping Instruction (5=strongly agree, 4=agree, 3=no comments, 2=disagree, 1=strongly disagree)				M	SD	rank
6	I think after "English ability grouping instruction", students can catch up.	3.53	.99	(4)		
7	I think after "English ability grouping instruction", students are happy.	3.55	.95	(2)		
8	I think after "English ability grouping instruction", students can learn effectively.	3.55	.89	(2)		
9	I think after "English ability grouping instruction", students benefit.	3.51	.87	(5)		
10	I think after "English ability grouping instruction", students become interested in learning English.	3.12	.97	(24)		
11	Students like to study with their classmates. They are more familiar with one another.	3.33	.89	(14)		
12	I think after "English ability grouping instruction", students are not familiar with others and feel inconvenient to communicate with them.	3.16	.97	(21)		
13	I think after "English ability grouping instruction", students feel inconvenient to change classrooms.	3.13	1.05	(23)		
14	I feel much stressed to study with students who are superior to me.	3.20	1.07	(20)		
15	I feel much progressed to study with students who are superior to me.	3.12	.95	(24)		
16	I feel less stressed to study with students who are at the same level.	3.40	.85	(10)		
17	I feel much progressed to work with students who are at the same level.	2.91	.81	(29)		
18	I am satisfied with "English ability grouping instruction".	3.31	1.02	(15)		
19	I am satisfied with the teachers of "English ability grouping instruction".	3.76	.98	(1)		
20	I am satisfied with the textbooks of "English ability grouping instruction".	3.35	.98	(13)		
21	I am satisfied with the exams of "English ability grouping instruction"	3.37	.99	(11)		
22	I am satisfied with the scores of "English ability grouping instruction".	3.23	.98	(18)		
23	I am satisfied with the grading system of "English ability grouping instruction".	3.48	.87	(6)		
24	I think students' progress is related to their motivation, not "English ability grouping instruction".	3.46	.94	(8)		
25	I feel less progressed to study with students who are at the same level.	3.30	.78	(17)		
26	I think after "English ability grouping instruction", It's difficult for classroom management.	3.16	.87	(21)		
27	I think after "English ability grouping instruction", students will feel to be labeled.	2.98	.99	(26)		

28	I think after “English ability grouping instruction”, Level A students will feel superior.	2.91	.88	(29)
29	I think after “English ability grouping instruction”, Level B students will feel inferior.	2.92	.92	(28)
30	I don’t think “English ability grouping instruction” is appropriate, because students didn’t take the test seriously.	2.98	1.01	(26)
31	I think there should be some chances for students to be promoted to higher level or transferred to lower level.	3.21	1.01	(19)
32	I think there should be some remedial program for Level B students.	3.48	.95	(6)
33	I think there should be some elite class for Level A students.	3.31	.83	(15)
34	I think it’s quite necessary for “English ability grouping instruction”, because students are with different English levels.	3.41	1.00	(9)
35	I hope “English ability grouping instruction” can continue.	3.36	.99	(12)

Appendix II. Students’ Attitude toward English Ability Grouping Instruction by gender

5=strongly agree, 4=agree, 3=no comments, 2=disagree, 1=strongly disagree (male=19, female=61)		gender	M	SD	sig
6	I think after “English ability grouping instruction”, students can catch up.	male	3.68	.94	.684
		female	3.49	1.01	
		all	3.53	.99	
7	I think after “English ability grouping instruction”, students are happy.	male	3.63	.83	.464
		female	3.52	.99	
		all	3.55	.95	
8	I think after “English ability grouping instruction”, students can learn effectively.	male	3.68	.82	.433
		female	3.50	.92	
		all	3.55	.89	
9	I think after “English ability grouping instruction”, students benefit.	male	3.73	.80	.770
		female	3.44	.88	
		all	3.51	.87	
10	I think after “English ability grouping instruction”, students become interested in learning English.	male	3.26	.87	.755
		female	3.08	1.00	
		all	3.12	.97	
11	Students like to study with their classmates. They are more familiar with one another.	male	3.36	1.01	.395
		female	3.32	.87	
		all	3.33	.89	
12	I think after “English ability grouping instruction”, students are not familiar with others and feel inconvenient to communicate with them.	male	3.26	.80	.427
		female	3.13	1.04	
		all	3.16	.97	
13	I think after “English ability grouping instruction”, students feel inconvenient to change classrooms.	male	3.31	1.10	.389
		female	3.08	1.03	
		all	3.13	1.05	
14	I feel much stressed to study with students who are superior to me.	male	3.52	.96	.757
		female	3.09	1.09	
		all	3.20	1.07	

15	I feel much progressed to study with students who are superior to me.	male	3.21	1.03	.629
		female	3.09	.94	
		all	3.12	.95	
16	I feel less stressed to study with students who are at the same level.	male	3.57	.76	.805
		female	3.34	.87	
		all	3.40	.85	
17	I feel much progressed to work with students who are at the same level.	male	2.94	1.02	.417
		female	2.90	.74	
		all	2.91	.81	
18	I am satisfied with “English ability grouping instruction”.	male	3.63	.83	.753
		female	3.21	1.06	
		all	3.31	1.02	
19	I am satisfied with the teachers of “English ability grouping instruction”.	male	3.84	.83	.286
		female	3.73	1.03	
		all	3.76	.98	
20	I am satisfied with the textbooks of “English ability grouping instruction”.	male	3.21	1.08	.754
		female	3.39	.95	
		all	3.35	.98	
21	I am satisfied with the exams of “English ability grouping instruction”	male	3.42	1.07	.579
		female	3.36	.98	
		all	3.37	.99	
22	I am satisfied with the scores of “English ability grouping instruction”.	male	3.42	1.01	.652
		female	3.18	.97	
		all	3.23	.98	
23	I am satisfied with the grading system of “English ability grouping instruction”.	male	3.52	.90	.703
		female	3.47	.86	
		all	3.48	.87	
24	I think students’ progress is related to their motivation, not “English ability grouping instruction”.	male	3.47	1.07	.437
		female	3.45	.90	
		all	3.46	.94	
25	I feel less progressed to study with students who are at the same level.	male	3.26	.65	.325
		female	3.31	.82	
		all	3.30	.78	
26	I think after “English ability grouping instruction”, It’s difficult for classroom management.	male	3.15	1.01	.734
		female	3.16	.84	
		all	3.16	.87	
27	I think after “English ability grouping instruction”, students will feel to be labeled.	male	2.94	1.02	.818
		female	3.00	1.00	
		all	2.98	.99	
28	I think after “English ability grouping instruction”, Level A students will feel superior.	male	2.73	.93	.645
		female	2.96	.87	
		all	2.91	.88	
29	I think after “English ability grouping instruction”, Level B students will feel inferior.	male	3.00	1.20	.305
		female	2.90	.83	
		all	2.92	.92	

30	I don't think "English ability grouping instruction" is appropriate, because students didn't take the test seriously.	male	3.31	1.29	.018
		female	2.88	.89	
		all	2.98	1.01	
31	I think there should be some chances for students to be promoted to higher level or transferred to lower level.	male	3.26	.73	.099
		female	3.19	1.09	
		all	3.21	1.01	
32	I think there should be some remedial program for Level C students.	male	3.36	.89	.494
		female	3.52	.97	
		all	3.48	.95	
33	I think there should be some elite class for Level A students.	male	3.52	.84	.416
		female	3.24	.82	
		all	3.31	.83	
34	I think it's quite necessary for "English ability grouping instruction", because students are with different English levels.	male	3.52	.96	.968
		female	3.37	1.01	
		all	3.41	1.00	
35	I hope "English ability grouping instruction" can continue.	male	3.68	.94	.655
		female	3.26	.99	
		all	3.36	.99	
		male	3.37	.42	.379
		female	3.26	.41	
		all	3.29	.41	

Appendix III. Students' Attitude toward English Ability Grouping Instruction by levels

5=strongly agree, 4=agree, 3=no comments, 2=disagree, 1=strongly disagree		level	M	SD	sig
Level A=43, Level B=37					
6	I think after "English ability grouping instruction", students can catch up.	A	3.69	.96	.811
		B	3.35	1.00	
		all	3.53	.99	
7	I think after "English ability grouping instruction", students are happy.	A	3.74	.90	.885
		B	3.32	.97	
		all	3.55	.95	
8	I think after "English ability grouping instruction", students can learn effectively.	A	3.67	.89	.731
		B	3.40	.89	
		all	3.55	.89	
9	I think after "English ability grouping instruction", students benefit.	A	3.51	.98	.061
		B	3.51	.73	
		all	3.51	.87	
10	I think after "English ability grouping instruction", students become interested in learning English.	A	3.23	1.04	.154
		B	3.00	.88	
		all	3.12	.97	
11	Students like to study with their classmates. They are more familiar with one another.	A	3.41	.93	.401
		B	3.24	.86	
		all	3.33	.89	

12	I think after “English ability grouping instruction”, students are not familiar with others and feel inconvenient to communicate with them.	A	3.16	.99	.682
		B	3.16	.95	
		all	3.16	.97	
13	I think after “English ability grouping instruction”, students feel inconvenient to change classrooms.	A	3.00	.97	.051
		B	3.29	1.12	
		all	3.13	1.05	
14	I feel much stressed to study with students who are superior to me.	A	3.00	1.11	.949
		B	3.43	.98	
		all	3.20	1.07	
15	I feel much progressed to study with students who are superior to me.	A	3.34	.89	.754
		B	2.86	.97	
		all	3.12	.95	
16	I feel less stressed to study with students who are at the same level.	A	3.37	.81	.550
		B	3.43	.89	
		all	3.40	.85	
17	I feel much progressed to work with students who are at the same level.	A	2.97	.85	.874
		B	2.83	.76	
		all	2.91	.81	
18	I am satisfied with “English ability grouping instruction”.	A	3.41	1.15	.007
		B	3.18	.84	
		all	3.31	1.02	
19	I am satisfied with the teachers of “English ability grouping instruction”.	A	4.02	1.01	.388
		B	3.45	.86	
		all	3.76	.98	
20	I am satisfied with the textbooks of “English ability grouping instruction”.	A	3.60	.97	.085
		B	3.05	.91	
		all	3.35	.98	
21	I am satisfied with the exams of “English ability grouping instruction”	A	3.58	1.00	.163
		B	3.13	.94	
		all	3.37	.99	
22	I am satisfied with the scores of “English ability grouping instruction”.	A	3.25	1.02	.605
		B	3.21	.94	
		all	3.23	.98	
23	I am satisfied with the grading system of “English ability grouping instruction”.	A	3.55	.95	.081
		B	3.40	.76	
		all	3.48	.87	
24	I think students’ progress is related to their motivation, not “English ability grouping instruction”.	A	3.58	.87	.894
		B	3.32	1.00	
		all	3.46	.94	
25	I feel less progressed to study with students who are at the same level.	A	3.39	.79	.291
		B	3.18	.77	
		all	3.30	.78	
26	I think after “English ability grouping instruction”, It’s difficult for classroom management.	A	3.16	.94	.211
		B	3.16	.79	
		all	3.16	.87	

27	I think after “English ability grouping instruction”, students will feel to be labeled.	A	3.02	1.14	.123
		B	2.94	.81	
		all	2.98	.99	
28	I think after “English ability grouping instruction”, Level A students will feel superior.	A	2.88	.93	.619
		B	2.94	.84	
		all	2.91	.88	
29	I think after “English ability grouping instruction”, Level B students will feel inferior.	A	2.86	.94	.593
		B	3.00	.91	
		all	2.92	.92	
30	I don’t think “English ability grouping instruction” is appropriate, because students didn’t take the test seriously.	A	2.88	1.11	.113
		B	3.10	.87	
		all	2.98	1.01	
31	I think there should be some chances for students to be promoted to higher level or transferred to lower level.	A	3.27	1.11	.047
		B	3.13	.88	
		all	3.21	1.01	
32	I think there should be some remedial program for Level B students.	A	3.72	1.03	.019
		B	3.21	.78	
		all	3.48	.95	
33	I think there should be some elite class for Level A students.	A	3.48	.96	.000
		B	3.10	.61	
		all	3.31	.83	
34	I think it’s quite necessary for “English ability grouping instruction”, because students are with different English levels.	A	3.46	1.12	.079
		B	3.35	.85	
		all	3.41	1.00	
35	I hope “English ability grouping instruction” can continue.	A	3.37	1.06	.329
		B	3.35	.91	
		all	3.36	.99	
	A=43, B=37	A	3.35	.43	.415
		B	3.21	.39	
		all	3.29	.41	

Appendix IV. Students’ Attitude toward English Ability Grouping Instruction by Majors

5=strongly agree, 4=agree, 3=no comments, 2=disagree, 1=strongly disagree (Nursing=53, Hospitality Management=15, Aged Healthcare Service=12)		level	M	SD	sig
6	I think after “English ability grouping instruction”, students can catch up.	N	3.64	1.02	.428
		H	3.33	.81	
		A	3.33	1.07	
		all	3.53	.99	
7	I think after “English ability grouping instruction”, students are happy.	N	3.60	1.06	.625
		H	3.33	.72	
		A	3.58	.66	
		all	3.55	.95	
8	I think after “English ability grouping instruction”, students can learn effectively.	N	3.62	.94	.540
		H	3.33	.81	
		A	3.50	.79	
		all	3.55	.89	

9	I think after “English ability grouping instruction”, students benefit.	N	3.58	.94	.479
		H	3.46	.63	
		A	3.25	.75	
		all	3.51	.87	
10	I think after “English ability grouping instruction”, students become interested in learning English.	N	3.11	1.06	.881
		H	3.06	.79	
		A	3.25	.75	
		all	3.12	.97	
11	Students like to study with their classmates. They are more familiar with one another.	N	3.26	.92	.567
		H	3.53	.91	
		A	3.41	.79	
		all	3.33	.89	
12	I think after “English ability grouping instruction”, students are not familiar with others and feel inconvenient to communicate with them.	N	3.07	1.07	.540
		H	3.33	.72	
		A	3.33	.77	
		all	3.16	.97	
13	I think after “English ability grouping instruction”, students feel inconvenient to change classrooms.	N	2.88	1.03	.010
		H	3.66	1.04	
		A	3.58	.79	
		all	3.13	1.05	
14	I feel much stressed to study with students who are superior to me.	N	3.16	1.13	.895
		H	3.20	.86	
		A	3.33	1.07	
		all	3.20	1.07	
15	I feel much progressed to study with students who are superior to me.	N	3.20	1.00	.556
		H	2.93	.79	
		A	3.00	.95	
		all	3.12	.95	
16	I feel less stressed to study with students who are at the same level.	N	3.35	.87	.829
		H	3.46	.74	
		A	3.50	.90	
		all	3.40	.85	
17	I feel much progressed to work with students who are at the same level.	N	2.86	.83	.711
		H	2.93	.59	
		A	3.08	.99	
		all	2.91	.81	
18	I am satisfied with “English ability grouping instruction”.	N	3.35	1.07	.226
		H	2.93	.88	
		A	3.58	.90	
		all	3.31	1.02	
19	I am satisfied with the teachers of “English ability grouping instruction”.	N	3.75	1.07	.356
		H	3.53	.74	
		A	4.08	.79	
		all	3.76	.98	

20	I am satisfied with the textbooks of “English ability grouping instruction”.	N	3.41	1.00	.623
		H	3.13	.74	
		A	3.33	1.15	
		all	3.35	.98	
21	I am satisfied with the exams of “English ability grouping instruction”	N	3.41	1.11	.871
		H	3.26	.59	
		A	3.33	.88	
		all	3.37	.99	
22	I am satisfied with the scores of “English ability grouping instruction”.	N	3.24	1.10	.658
		H	3.06	.59	
		A	3.41	.79	
		all	3.23	.98	
23	I am satisfied with the grading system of “English ability grouping instruction”.	N	3.52	.95	.548
		H	3.26	.70	
		A	3.58	.66	
		all	3.48	.87	
24	I think students’ progress is related to their motivation, not “English ability grouping instruction”.	N	3.45	.97	.988
		H	3.46	.74	
		A	3.50	1.08	
		all	3.46	.94	
25	I feel less progressed to study with students who are at the same level.	N	3.41	.81	.020
		H	3.26	.59	
		A	2.83	.71	
		all	3.30	.78	
26	I think after “English ability grouping instruction”, It’s difficult for classroom management.	N	3.20	.96	.816
		H	3.06	.25	
		A	3.08	.99	
		all	3.16	.87	
27	I think after “English ability grouping instruction”, students will feel to be labeled.	N	2.98	1.16	.743
		H	3.13	.51	
		A	2.83	.57	
		all	2.98	.99	
28	I think after “English ability grouping instruction”, Level A students will feel superior.	N	2.86	1.01	.824
		H	3.00	.37	
		A	3.00	.73	
		all	2.91	.88	
29	I think after “English ability grouping instruction”, Level B students will feel inferior.	N	2.94	1.06	.764
		H	3.00	.37	
		A	2.75	.75	
		all	2.92	.92	
30	I don’t think “English ability grouping instruction” is appropriate, because students didn’t take the test seriously.	N	3.00	1.00	.831
		H	3.06	.88	
		A	2.83	1.26	
		all	2.98	1.01	
31	I think there should be some chances for students to be promoted to higher level or transferred to lower level.	N	3.37	1.06	.004
		H	3.33	.48	
		A	2.33	.88	
		all	3.21	1.01	

32	I think there should be some remedial program for Level B students.	N	3.62	.96	.180
		H	3.13	.51	
		A	3.33	1.23	
		all	3.48	.95	
33	I think there should be some elite class for Level A students.	N	3.33	.93	.810
		H	3.33	.48	
		A	3.16	.71	
		all	3.31	.83	
34	I think it's quite necessary for "English ability grouping instruction", because students are with different English levels.	N	3.43	1.11	.598
		H	3.20	.56	
		A	3.58	.90	
		all	3.41	1.00	
35	I hope "English ability grouping instruction" can continue.	N	3.39	1.04	.588
		H	3.13	.74	
		A	3.50	1.08	
		all	3.36	.99	
	N=Nursing Department H=Hospitality Mangament Department A=Aged Healthcare Service Department	N	3.30	.46	.870
		H	3.24	.32	
		A	3.28	.28	
		all	3.29	.41	