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**Teaching English to Young Learners in Taiwan:  
Issues Relating to Teaching, Teacher Education, Teaching  
Materials and Teacher Perspectives**

**A thesis  
submitted in fulfilment  
of the requirements for the Degree  
of  
Doctor of Philosophy in Applied Linguistics  
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**by  
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## **Abstract**

Since 2005, it has been government policy in Taiwan to introduce English in Grade 3 of primary schooling (when learners are generally age 9). The overall aim of this research project was to investigate some of the problems associated with the implementation of this policy by combining research involving teacher cognition with research involving the criterion-referenced analysis of a sample of textbooks produced in Taiwan for young learners and a sample of lessons taught in Taiwanese primary schools.

A questionnaire-based survey of a sample of teachers of English in Taiwanese primary schools (166 respondents) was conducted, focusing on teacher background and training, views about national and local policies, approaches to course content, methodology and teaching resources, and perceptions of their own proficiency in English and of their own training needs. Only 46 (27%) of the respondents reported that they had a qualification specific to the teaching of English and 41 (25%) reported that they had neither a qualification in teaching English nor a general primary teaching qualification. Many expressed dissatisfaction with the implementation of policies relating to the teaching of English at national level (46/ 29%), local level (39/24%) and in their own school (28/17%). Although many reported that the availability of resources (125/ 75%) and/ or student interest (101/ 61%) played a role in determining what they taught, none reported that the national curriculum guidelines did so. Although official policy in Taiwan endorses the use of 'communicative language teaching', only 103 (62%) of respondents reported that their own approach was communicatively-oriented, with 18 (11%) observing that they preferred grammar-translation.

A more in-depth survey relating to teacher perception of pre- and in-service training was conducted using a questionnaire and semi-structured interview. Although all 10 participants in this survey are officially classified as being trained to teach English in Taiwanese primary schools, the type and extent of their training varied widely and all of them expressed dissatisfaction with that training, noting that they had no confidence in the trainers' own competence in teaching

English to young learners. All claimed that critical issues were either omitted altogether or dealt with in a superficial way.

One contextual factor that has a significant impact on teacher performance in Taiwan is the quality of the textbooks that are generally available. A sample of textbooks (3 different series) produced in Taiwan was analysed and evaluated, the analysis revealing that the materials were often poorly organised, inappropriately selected and illustrated, contextually inappropriate.

Finally, from a sample of twenty videotaped English lessons taught to students in primary schools in Taiwan, six that were considered to be typical were transcribed, analysed and evaluated in relation to criteria derived from a review of literature on teaching effectiveness. All of these lessons were found to be characterised by problems in a number of areas, including lesson focus, lesson staging, concept introduction, concept checking, and the setting up and conducting activities.

It is concluded that the implementation of official policy on the teaching of English in primary schools in Taiwan is fraught with problems, problems that are evident at every stage in the process, from teacher education, through materials design to lesson planning and delivery.

**Keywords:** EFL textbook evaluation (Taiwan); EFL lesson evaluation (Taiwan); teacher cognition and English language education (Taiwan); teaching English to young learners (Taiwan); the teaching of English in primary schools (Taiwan)

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# Chapter 1

## Introduction to the research

### 1.1 Introduction

The English language is becoming increasingly important in a world in which political, social and trading barriers between peoples are rapidly diminishing. As Graddol (2006, p. 10) observes:

Despite the extraordinary changes of the last few years, one thing appears to remain the same. More people than ever want to learn English. . . . English learners are increasing in number and decreasing in age. . . . We've become used to the idea of English growing in popularity across the world. Far from being news, it has become one of the few enduring facts of global modern life.

The Taiwanese government is very aware of the importance of English language education and is anxious to take measures to improve the English language proficiency of its citizens in order to ensure that they are able to compete in an increasingly globalised economy. There has recently, for example been major curriculum reform, including the deregulation of elementary and junior high schools and the introduction of a new school curriculum that recommends changes to traditional approaches to teaching and learning (Ministry of Education (Taiwan), 2001). The new curriculum (*The Grade 1~9 Integrated Coordinated Curriculum*) includes guidelines for English that include sections covering primary schooling from Grade 3 (when learners are age 9 on average).

The reduction of the age at which children are introduced to English at school in Taiwan began with a recommendation that the teaching of English should begin in Grade 5 of primary schooling from 2002 rather than in the first year of secondary schooling (Ministry of Education (Taiwan), 1998). Because this was a

recommendation rather than a regulation, it led to the co-existence of a number of different systems throughout the country. In 2002, only 11 of Taiwan's 25 cities and counties had followed the Ministry's recommendation. Of the other 14, one introduced English at Grade 4, three at Grade 3, three at Grade 2, and seven at Grade 1 ("English Education", 2002). Even in 2003, according to a research project sponsored by the Citisucess Fund and National Teachers' Association, ninety per cent of primary schools in Taiwan were not following the Ministry's recommendation. Although all cities and counties throughout Taiwan were introducing English at some point in primary schooling (including Taipei City, I-Lan Country and Hsin-Chu City), more than 80% of public primary schools were offering English programs to their first grade students.

In order to address this chaotic situation, the Ministry of Education decided to introduce nationwide standardised regulations for English at primary level. There was much debate and disagreement about the appropriate stage at which English instruction should be introduced, with many researchers recommending Grade 3 ("Introducing English from Third Grade", 2003). On November 21, 2002, in a formal oral report to the Education Committee, the Secretary to the Minister of Education, Legislator Yuan, announced that English was to be introduced at Grade 3 (when the majority of children are aged 9) in all schools from 2004 or 2005. In response, many of the schools that were then introducing English at Grade 5 announced that they would immediately move towards introduction of English at Grade 3. This exacerbated an already serious problem of under supply of qualified teachers of English at primary school level. The Taiwanese Ministry of Education responded by recruiting teachers from new sources, by increasing training opportunities, and by organising language proficiency testing of primary school English teachers (Ministry of Education (Taiwan), 2004, August 23).

The decision to introduce children to English in primary schools was motivated by a range of considerations. One of these was, no doubt, the perception that Taiwanese citizens might otherwise be at disadvantage in view of the fact that, since the 1990s, the age at which children are being introduced to additional languages, particularly English, in schools has been steadily decreasing around the world. Thus, for example, in 1996, English became a compulsory subject from

Grade 1 in Thailand; in 2001, it became a compulsory subject from Grade 3 in China (Graddol, 2006, pp.88 – 95). Furthermore, in spite of the fact that Taiwan's stated aim in 2003 was for English to become a semi-official language by 2008 (Executive Yuan (Taiwan), 2003), there is considerable public disquiet about the English language achievements of Taiwanese students and a widespread perception that the English language proficiency of Taiwanese college entrants and college graduates is not at an acceptable level. This perception appears not to be without foundation. Thus, for example, the average score of Taiwanese students taking the TOEFL<sup>1</sup> was recently reported to be in the bottom third of the average scores for test takers from other Asian countries (Chen & Johnson, 2004).

One response to this, a response that has come directly from Taiwanese parents, has been to send children, often from a very young age, to kindergartens in which English is used all or part of the time and/ or to after-school and week-end English programmes in private language schools. It has been estimated that in 2004 an average of eighty per cent of Taiwanese children had had some experience of learning English before they encountered it in their official school programme ("Win from the very beginning", 2004 ). The percentage is even higher in urban school districts such as Taipei city. As a result, teachers have to cope with a situation in which young learners in schools have had a wide range of different English language learning experiences, or none at all, when they begin to learn English at school. Partly in response to this, and partly in response to more general concern about the effect of introducing children to English at a very early age, the Ministry of Education announced in 2004 that English should not be taught either as an individual subject or in an immersion environment in kindergartens. I am not aware of any research that indicates whether or not this announcement has had any impact on existing practices. However, there is no evidence that I can detect of any change in behaviour, and advertising for these programmes appears to have continued unabated. Furthermore, there is some evidence that the best of private kindergartens and cram schools may be offering extremely effective and stimulating programmes that make effective use of a far wider range of resources in English than are typically used in public primary

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<sup>1</sup> Test of English as a Foreign Language

schools (see, for example, Chang, 2007, *Chapter 4*). Even so, as Dai (2002) and Yu (2003) have observed, many of those who have argued that children should begin to learn English before entering Junior High School have relied on the argument that young learners learn languages more easily than older learners. They rely, in other words, on some version of the critical period hypothesis (Penfield & Roberts, 1959), according to which there is a critical period after which language acquisition ability rapidly deteriorates. The problem is that, irrespective of the merits, or otherwise, of this hypothesis in relation to first language acquisition, it appears not to apply in contexts where children are learning a language in a classroom setting for, at best, a few hours each week. Except to the extent that they have a longer period of time in which to develop proficiency, very young language learners do not appear to have an advantage over older learners in classroom settings (see, for example, Genesee, 1987, Marinova-Todd, Bradford-Marshall & Snow, 2000; Rixon, 1999; Sharpe, 2001). Nevertheless, the majority of Taiwanese parents appear to believe that there is no time to lose if their children are to have a bright future: “Don’t lose at the very beginning” (Liu, 2002). In this, they are not alone. Around the world, increasing numbers of children are learning English at a young age outside of the official schooling sector. In Japan, for example, it was reported in 2005 by Benesse, the company that owns the Berlitz language schools, that 21% of five year olds were attending English conversation classes, a 15% rise since 2000 (Graddol, 2006, pp. 88 – 95).

## **1.2 Current Taiwanese government policy relating to English in primary schools**

In 1998, the Taiwanese Ministry of Education (Ministry of Education (Taiwan), 1998) announced that, as from 2001, the three main goals of English education at primary school (then from Grade 5) would be:

- to cultivate students’ basic communicative capacity in English;
- to cultivate students’ motivation for, and interest in learning English;
- to increase students’ multi-cultural knowledge and awareness (Shih & Chu, 1999, p.2).

Starting from 2001, the revised curriculum was introduced along with a recommendation that English was taught for two periods (eighty minutes) a week to students in primary school classes (from Grade 5 initially and then, from 2005, from Grade 3).

The new curriculum guidelines have been translated into English and critiqued in depth by Her (2007, *Chapter 4*) who notes that:

[They are] made up of a set of *core competencies/attitudes . . . and competency indicators* (listed under the three headings *language skills, interests and learning strategies* and *cultures and customs*). These are followed by a section headed *teaching materials guide* which is subdivided into sections dealing with *topics and themes, communicative functions* and *language components*. The language components sub-category is further sub-divided as follows: *alphabet; pronunciation; vocabulary; sentence structure*. This is followed by sections headed: *teaching and materials guidelines, principles of materials compilation; teaching methods; assessment* and *teaching resources*. Finally, there are appendices. The first appendix contains a reference list of *topics, themes and text-types*; the second contains a *functional communication reference list*; the third contains a *vocabulary reference list* (arranged both alphabetically and by topic) and an *essential language structure reference list* (Her, 2007, p. 97)

Shih and Chu (1999, p.1) note that the curriculum guidelines recommend a communicative approach to the teaching of English.<sup>2</sup> Although no attempt is made in the guidelines to define precisely what is meant by this, it is clear from a review of the overall content of the guidelines that the intention is that the target language should be used as much as possible, that a wide variety of text-types and activities

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<sup>2</sup> Recommendations relating to the use of a communicative approach are now widespread in language curricula throughout the world. Indeed, Thailand recently introduced a switch to a communicative approach in response to the perception that its policy of starting English at Grade 1 (introduced in 1996) was failing (Graddol, 2006, p. 95).

(including group work and pair work) should be introduced, and that learners should be encouraged to engage in authentic and meaningful communication (communication that has a function over and above that of language learning itself). In connection with this, it is relevant to note that there is now a considerable body of literature concerning the impact of globalization on the curriculum (see, for example, Ramirez & Boli, 1987) and discussing the need for more attention to be paid to local context in relation to, for example, communicative language teaching (see, for example, Hu, 2005). However, of particular concern to those teachers of English who took part in an informal survey referred to later in this chapter were more general issues relating to proficiency, methodological understanding, materials and training and it is these areas that are focused on here. Her (2007, pp. 2 – 10 & 53 – 91) provides a good introduction to the socio-cultural context in which English teaching and learning takes place in Taiwan, a country in which language education has been strongly influenced by the U.S.A. and, to a lesser extent, the U.K and one in which some of the issues that confront other parts of Asia may be less keenly felt.

Although, as indicated in questionnaire responses and semi-structured interviews relating to training in the teaching of English (*Chapter 4*), there appears to be a perception among at least some teachers of English in Taiwan that reading and writing are not included in the curriculum guidelines for English in primary schools, there are sections dealing with each. Indeed, there are eleven entries relating to reading skills at primary school level and seven entries relating to writing skills. The reading skills entries include “to be able to read simple sentences” and “to be able to understand the format of English writing, such as spacing, capitalization, including appropriate punctuation at the end of sentences, and left to right and top to bottom movement”; the writing skills entries include “to be able to write simple sentences in English writing format” (Her, 2007, p. 116). By the end of Grade 6, learners are expected to be able to use 300 words (from the word list) and to spell 180 words (p. 117).

The section headed *teaching and materials guidelines* advises that local teaching materials should be used and that the topics and themes should be interesting, practical and lively, with an emphasis on varied communicative activities (Her,

2007, p. 123). It is also noted that English should be the medium of instruction as much as possible and that special effort should be made to accommodate those who require remedial teaching and those who are progressing more quickly than others. At the same time, it is recommended that students in the same year and at the same stage of learning (elementary or junior high) should use the same series of textbooks to avoid problems of inconsistency between one series and another. The emphasis is on meaningful contextualized language with varied activities that reflect the interests and needs of learners. The new curriculum recommends a communicative approach to the teaching of English (Shih & Chu, 1999, p.1).

The Taiwanese public educational system was not satisfactorily prepared for the significant changes foreshadowed in the new curriculum or for the teacher training demands that inevitably accompanied it. The changes took place hastily and without adequate consultation and explanation (Su, 2003). The result is that there is considerable confusion and uncertainty surrounding the teaching and learning of English in primary schools in Taiwan.

### **1.3 Motivation for the research**

My own interest in conducting research on the teaching and learning of languages in primary schools in Taiwan relates to the fact that I am employed by a Taiwanese languages college to train teachers of English to young learners. I am therefore aware of the problems these trainee teachers face, not only in reaching an acceptable standard of proficiency in English and in coming to terms with issues relating to child language development and language teaching methodology, but also in coping with the high expectations of parents and in dealing with a situation in which young learners in schools arrive with a wide range of different backgrounds in the learning of English.

Before beginning my doctoral research, I informally surveyed twenty-five teachers who were attending a four-month in-service training course in Kaohsiung designed for teachers of English in primary schools. All of these teachers were already involved in teaching English at primary school level. Only two had majored in English at first degree level. None of the others believed that their

existing English language proficiency was adequate to the task of teaching young learners. None of them believed that their understanding of language teaching methodology was sufficient at the beginning of the training programme. All of them noted that the lessons they observed as part of their training programme were pointless and that the teaching materials that were available were often unsuitable and/or used inappropriately. Since most parents are eager to have their children learn English from an early age, some of the children in their classes had started learning English at preschool. Some of their students had been learning English for more than six years and could speak and write it reasonably well; others had had no contact with English before encountering it at primary school. The teachers observed that many of those who had been recruited specifically to teach English lacked a basic understanding of the needs of primary school children, while many of those who were trained and experienced primary school teachers did not have an adequate level of proficiency in English to cope with the demands of teaching the language. If the views and experiences of these teachers from Kaohsiung are typical of the views and experiences of teachers throughout the country, the government policy of introducing young learners to English from Grade 3 is unlikely to be successfully implemented. Indeed, a survey conducted in 2005 found that ninety per cent of primary students found the learning of English in school to be an unhappy and stressful experience (“Learning English is stressful”, 2005).

The informal survey referred to above played a central role in determining the focus of the research reported here. A primary area of interest was the impact of the Taiwanese curriculum guidelines for English on teachers of English in Taiwan. However, as these curriculum guidelines have recently been critically reviewed (Her, 2007, pp. 92-143), it was decided that the emphasis would not be on the curriculum guidelines themselves (although they are necessarily of importance to the study and are referred to frequently)<sup>3</sup>, but on critical aspects of curriculum implementation, including the language backgrounds and qualifications of a sample of teachers of English to young learners in Taiwan, their attitudes and beliefs in relation to a range of curriculum-related issues

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<sup>3</sup> See, in particular, 1.2 (above); 3.11; 4.2; 4.3.2; 4.5.1; 4.7.1; 5.1; 5.2; 5.6.2; 5.8.1; 5.8.2; 5.8.3; 5.8.4; 6.2; 6.5.1; 7.2.1; 7.2.2; 7.2.3; 7.6.

(including the training that had been provided for them), the nature of the teaching resources they typically used, and the nature of a sample of lessons taught in primary classrooms in Taiwan.

Many teachers in primary schools in Taiwan were, initially at least, enthusiastic about teaching English to young learners. Enthusiasm, however, is not enough. When untrained or poorly trained teachers, many with limited English language proficiency, venture into this area of teaching, the results can be unfortunate for both the teachers and the children involved. If the training provided for teachers is inadequate, the danger is that the teachers, and even the learners themselves, will be blamed for any perceived lack of success of English programmes. It therefore seemed to me that there was an urgent need to give careful consideration both to the current situation and to the factors involved in equipping teachers with the skills, knowledge and understanding needed if they were to play a positive role in meeting the government's aims and objectives for the teaching of English.

#### **1.4 Introduction to the research questions and research methods**

My overall aim in this research project was to gather information about the current situation in relation to the teaching and learning of English in Taiwanese primary schools by combining research involving teacher cognition (relating, in particular, to the views of a sample of teachers on government policy, teacher training provision, teaching resources, classroom practice and self-assessed proficiency ratings), with research involving the criterion-referenced analysis of a sample of textbooks designed locally for young learners of English and a sample of English lessons taught in Taiwanese primary schools. I also aimed, on the basis of that research, to make some specific recommendations for improvement. The main part of the thesis begins with a critical review of selected literature on teacher cognition which focuses, in particular, on language teacher cognition (*Chapter 2*). This critical review is particularly relevant to the following two chapters (*Chapters 3 & 4*) which report on the views of two samples of teachers of English to young learners in Taiwan. However, because research on teacher cognition is necessarily related to actual classroom practices (Borg, 2006, p.1), it is also relevant to the analysis and discussion of sample lessons (*Chapter 6*) and of the textbook resources typically used by teachers (*Chapter 5*). Chapters 4, 5

and 6 also include sections in which literature of specific relevance to the content of these chapters is reviewed. Discussion of the training opportunities available to teachers of young learners of English in Taiwan, and, in particular, the views of a sample of teachers on their own training experiences, is preceded by a review of selected literature on teacher training programs and their evaluation (4.3.2). The discussion and analysis of a sample of textbooks typically used by teachers of English to young learners in Taiwan is preceded by a critical review of selected literature on the role and evaluation of textbooks (5.3). Finally, the discussion and analysis of a sample of lessons taught by young learners in primary schools in Taiwan is preceded by a review of selected literature on the effective teaching of additional languages (6.2). Taken together, these four critical review sections, each of which is located as close as possible to the section to which it most directly relates, provide a context and framework for the analysis of the data provided in *Chapters 3 – 6*.

The four main research questions and the research methods associated with each are outlined below.

What types of qualification and training do a sample of teachers of English to young learners in Taiwan have, how do they rate their own proficiency in English, what are their views on national, local and school-based policies and practices in relation to the teaching of English, and how do they decide what to teach and which methodologies to use?

In investigating this question, I conducted a survey using a postal questionnaire to which there were 166 responses. Details of the design, trialling and distribution of the questionnaire are discussed in *Chapter 3*, where there is also a discussion of the ethical procedures followed and the approach to the analysis and discussion of responses and response patterns.

As a result of the findings of this questionnaire-based survey, it was decided to conduct a further, more in-depth survey focusing on teacher education and, in particular, on the views of a sample of practicing teachers on the pre-service and in-service training they had received. The research question in this case was:

What types of pre-service and in-service training have a sample of teachers of English in Taiwanese primary schools experienced, what was included in that training, and what are their opinions of it?

In this case, the sample was much smaller, including only ten teachers. The teachers were asked to complete a questionnaire that focused on pre-service and in-service training (including detailed questions about the training programmes in which they had participated) and then to take part in a semi-structured telephone interview (each interview lasting for between one and a half and two hours) in which the aim was to follow up on their questionnaire responses. Once again, details of the research methodologies used are included in the relevant chapter (*Chapter 4*). Also included in that chapter is a review of some relevant literature on the training of teachers of English, the analysis and discussion of responses being related to that review.

Responses to the questionnaire and semi-structured interview that focused on teacher training indicated that there were serious concerns about the locally produced textbooks available to teachers. It was therefore decided to conduct a criterion-referenced analysis of a sample of locally produced and widely used textbooks. The research question was:

When analysed in relation to criteria derived from an analysis of relevant sections of the Taiwanese curriculum guidelines for English and a critical review of literature on the evaluation of textbooks designed for the teaching of English (with particular reference to the teaching of English to young learners), how do a sample of textbooks designed in Taiwan rate?

In exploring this question, relevant sections of the Taiwanese curriculum guidelines for English were outlined and a critical review of selected literature on the design of textbooks for young learners of English was conducted. On the basis of this outline and review, a range of effectiveness criteria was derived. These effectiveness criteria were then applied in the analysis of three widely used

textbook series (students' books and teachers' guides) produced in Taiwan (*Chapter 5*).

Questionnaire and semi-structured interview responses provided some insights into how a sample of Taiwanese teachers approached the teaching of English in primary schools and what problems they perceived in relation to this teaching. Criterion-referenced analysis of a sample of the locally produced textbooks available to them reinforced the widely held view that these textbooks were often of little genuine value. The next stage of the research project was, therefore, to observe and analyse a sample of English lessons taught in Taiwanese primary schools. The research question here was:

How do a representative sample of English lessons taught to young learners in Taiwan rate in relation to a range of criteria derived from a critical review of literature on effective teaching of English (and other additional languages) to young learners?

In addressing this research question, I began by critically reviewing literature on teacher effectiveness in relation to the teaching of additional languages to young learners, deriving from that literature review a range of effectiveness criteria which were then applied to the analysis of a representative sample of English lessons taught to young learners in Taiwanese primary schools. *Chapter 6* includes a critical review of literature on language teaching effectiveness from which effectiveness criteria are derived, details of the selection of lessons for analysis, the recording and transcribing of these lessons, and the ethical procedures followed along with the analyses themselves and a discussion of these analyses.

## **1.5 Conclusions and recommendations**

The final chapter (*Chapter 7*) provides an overview of the research findings, particular attention being paid to the interaction between the criterion-referenced evaluation of a sample of locally produced textbooks and a sample of lessons taught in primary schools in Taiwan, and the views of a sample of teachers on national, local and school-based policies on the teaching of English to young

learners, the teacher training courses they had attended and the locally produced textbooks available to them. On the basis of this overview of research findings, a number of recommendations are made in relation to policy, teacher training and textbook design and selection. Also included in this chapter is a discussion of the perceived strengths and weaknesses of the research project as a whole and recommendations for future research.

## Chapter 2

### **A critical review of selected literature on teacher cognition, with particular reference to language teacher cognition**

#### **2.1 Introduction**

Borg (2006, p.1) notes that “[in] the past fifteen years there has been a surge of interest in the study of language teacher cognition – what language teachers think, know and believe – and of its relationship to teachers’ classroom practices”, observing also that “understanding teacher cognition is central to the process of understanding teaching”. The research project reported in this thesis has been influenced in many ways by teacher cognition research and, in particular, by research on language teacher cognition. Publications of relevance to this research project are discussed here in terms of focus (teacher education (2.2.1); communicative language teaching (2.2.2); proficiency and target language use (2.2.3)) and methodology (2.3), the section dealing with methodology being primarily concerned with the advantages and potential disadvantages of the methodologies applied in connection with the data reported and discussed in *Chapters 3 and 4* here, that is, self-completion questionnaires and semi-structured interviews. There are, however, some aspects of the research reported in this thesis that do not focus primarily on teacher cognition. For example, although the analysis of a sample of textbooks designed for use in primary school classes in Taiwan (*Chapter 5*) was motivated by teachers’ reports of use of textbooks (*Chapter 3*) and attitudes towards them (*Chapter 4*), the primary focus of the analysis is the criterion-referenced evaluation of these textbooks. Thus, although literature on teacher cognition research is the main focus of the literature review in this chapter, there are aspects of this research project that relate more directly to other areas of research on the teaching and learning of languages. Literature reviews that relate to these aspects of the research project are included in the relevant chapters. *Chapter 4* (pp. 68-123) includes a review of selected literature

on teacher education programme evaluation;<sup>4</sup> *Chapter 5* (pp. 124-167) includes a review of selected literature on materials evaluation; and *Chapter 6* (pp. 168-205) includes a review of selected literature on effective teaching of languages to young learners.

A number of researchers have drawn attention to the difficulties involved in conceptualising knowledge (see, for example, Munby, Russell & Martin, 2001, p. 878) and, in particular, to the fact that what is often referred to as ‘knowledge’ may be more appropriately termed ‘belief’ in cases where it lacks epistemic status, that is, in cases where it cannot be justified with reference to evidence. Woods (1996) has therefore proposed the use of an integrated concept - BAK (beliefs, assumptions and knowledge), a concept that is based upon recognition of the difficulty involved in attempting to make any rigorous distinctions in this area. In addition, as Doyle (1997) observes, the relationship between mental representations and behaviour is a complex and often counter-intuitive one. It therefore follows that any attempt to understand teaching must involve an acceptance of the complex nature of BAK and of the interaction between the mental and the observable components of behaviour (Clark & Peterson, 1986, p. 258). Thus, whereas in the 1970s teachers were largely thought of as making choices among alternatives based almost wholly on knowledge and logical reasoning, developments in teacher cognition research had led, by the mid 1980s, to a constructivist view that emphasised the important role played by reflection and interpretation and encompassing a wide range of factors, including social and political factors (pp. 284-285). It is in this context that the following sections of this review need to be viewed.

## **2.2 Language teacher cognition research: Teacher education, communicative language teaching, proficiency and target language use**

This section includes discussion of relevant research in the area of teacher cognition that relates primarily to teacher education, communicative language teaching and proficiency and target language use. Some research that impinges on these areas, but is not necessarily central to them, is also included where it

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<sup>4</sup> Also included there is literature on teacher cognition that relates directly to the Taiwanese context

provides a useful context for, or extension to, the literature that is primarily in focus.

### **2.2.1 Teacher education**

An important branch of teacher cognition research relates to teacher education. As Calderhead (1988, p. 52) argued in the late 1980s, research of this type “promises to be of value in informing . . . policy and the practices of teacher educators”. Providing information that could inform teacher education in Taiwan is a central aspect of the overall aim of the research project reported in this thesis.

Studies of language teacher cognition in the context of language teacher education have varied in terms of focus and methodology, although most have been concerned with the impact of training on beliefs. Thus, for example, Johnson (1996) explored the way in which the practicum component of pre-service training impacted on a trainee’s perception of herself as a teacher, Numrich (1996) focused on discoveries made by trainees during teaching practice, and Johnson (1994) focused on the impact of training on prior beliefs and experiences. In connection with this, an aspect of prior research that is directly relevant is the fact that teachers have so often been reported as expressing frustration in relation to the contrast between their aims and aspirations and their classroom experiences. Thus, for example, Johnson (1996, p. 37) includes the following quotation from a trainee:

Sometimes it’s just easier to stand up and tell them what they need to know. This is not my vision of good teaching but sometimes I find myself doing it anyway.

Although the initial response of the teacher quoted above was to lose motivation, she “began to develop instructional strategies that enabled her to cope with the social and pedagogical realities she faced in the classroom” during the course of her practicum (Johnson, 1996, p. 47).

An interest in language teacher education in Taiwan led me to take a particular interest in a pilot project conducted by Spada and Massey (1992). Indeed, it was

that pilot project that provided the initial impetus for the approach taken to that part of the research project reported here that relates directly to teacher perceptions of their language education experiences (see *Chapter 4*).

Spada and Massey (1992, p. 24) observe that their research was motivated by concern about the fact that students in the department where they worked expressed dissatisfaction with the extent to which they were being adequately prepared for the second language teaching profession, something that the authors say “reflects a universal complaint often heard in teacher education programs – that they see no (or a very weak) relationship between the ‘theoretical’ instruction they receive . . . and the ‘practical’ realities of teaching”. The main focus of their study was the retrospective evaluation by three teachers (after approximately eight months of teaching)<sup>5</sup> of their training programme. All three of the teachers claimed not to be familiar with the relevant Ministry of Education programme objectives (that is, those in relation to which their training programme was situated). None of them was able to say with any degree of certainty that their current teaching practices related in any direct way to the content of either their methodology courses or their teaching practice; none of them believed that they had been adequately prepared to carry out group work activities, and although and all of them reported that they felt confident in their ability to apply the principles of communicative language teaching in class (p. 17), none of them was able to articulate what those principles were (p. 31). My own initial interest in teacher education programmes in Taiwan was primarily in their content. However, the findings of this pilot project led me to take a greater interest in teacher perceptions of the content and usefulness of these programmes. In addition, aspects of the discussion of methodology (p. 27) affected my own approach to the design of the research instruments (see 2.3 below).

There is a great deal of professional literature that highlights the importance of the practicum in learning to teach (see, for example, Smagorinsky, Cook & Johnson (2003)). In a longitudinal study of teachers learning to teach English in Hong Kong secondary schools who were enrolled on a BA course in teaching English as

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<sup>5</sup> In fact, one of the teachers has taught in a different subject area for a year prior to her training programme.

a second language, Urmston (2003, p. 112) found that “beliefs and knowledge were strongly influenced by their time in classrooms during practice teaching but were relatively unchanged by other aspects of their training”. However, responses to a teaching practicum may vary significantly. In the case of trainees who already have experience of teaching, a particularly important factor is the challenge that a practicum can pose not only to existing practices but also to self-image. This is illustrated in a study by Da Silva (2005, p. 12) who explored, during the course of a practicum, the ways in which three Brazilian teachers, all with previous experience of teaching English, constructed their perceptions and understandings and how these shaped pedagogical practice. In that study, the following quotation from one of the teachers is included:

During the Teaching Practicum we learned a lot, we got to match theory and practice. I learned a lot despite the fact that I’ve been teaching for 15 years. . . . The only problem is that the process of learning how to teach is very painful . . . we bring many things with us, we have a life story and suddenly we have to construct an entire new process. It’s very complicated; it’s a very strong internal fighting.

Unfortunately, part of the pain involved in a teaching practicum, and in other aspects of teacher education, may relate to a perception that the information and guidance offered may have little bearing on the real needs of trainees. McDonough (2002, p. 134) observes that “[just] as teachers have to learn to teach, so do supervisors have to learn their role”. In spite of this, as Waters (2002, p. 225) notes, “there appears to be strikingly little empirical research concerning the expertise of the teacher educator, both outside as well as within the language teaching field”. For this reason, those few studies that have focused on the training of the trainers (see, for example, Sheal (1989) and Malderez & Bodoczy (1999)) are likely to be of particular interest in the context, in particular, of national priorities in relation to language teacher education provision. Equally important in this context, given that teacher behaviour changes over time, involving “constant shifts, negotiation, actions, and responses to a myriad of variables” (Freeman, 1989, p. 36), is research that indicates that learning opportunities can be greatest when they occur within the context of a teacher

education programme which links together both on- and off-the-job forms of learning, rather than via a scheme which is predominantly either course- or workplace-based. Such studies include those of Adey (2004) and Fullan (1991 & 2001). Follow-up can not only be productive in relation to trainees but can assist trainers to review their own practices. Thus, for example, Lamb (1995, p. 75) notes the sobering effect of interviewing in-service course participants a year after the course ended and discovering a general sense of confusion and frustration.

Freeman (1989, p. 29) argues that “[it] is inaccurate and misleading to imply, as we do in most preservice language teacher education, particularly at the graduate level, that knowledge of methodology and applied linguistics research in second language acquisition alone will necessarily equip people to teach”. In connection with this, Crandall (2000, p. 34) notes that whereas in the past applied linguistics tended to form the core of language teacher education, “during the last decade, general educational theory and practice have exerted a much more powerful influence . . . resulting in a greater focus on . . . practical experiences such as observations, practice teaching, and opportunities for curriculum and materials development”.

The nature of the teacher education programmes to which teachers are exposed and the background and approach of the trainers are likely to have a significant impact on the extent to which beliefs or belief structures undergo change. It is therefore important that teacher cognition studies in the area of teacher education provide as much detail as possible about the pre-service and in-service programmes in which the teachers concerned are, or have been involved. Thus, for example, although Andrews (2006), who compared the cognitions about grammar of three teachers before and after receiving professional training, concluded that training and experience appeared to have had little impact on the grammar-related cognitions of these teachers<sup>6</sup>, he did not give any consideration to the possibility that one reason for this may have been the nature of the training programmes themselves. In this connection, it is important to bear in mind that it is not only *what* is included in training programmes that may impact on trainees but also *how*

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<sup>6</sup> Two of the teachers involved actually scored slightly lower in a test involving grammar-related tasks than they had done in an earlier study (Andrews, 1999).

the training is conducted and the extent to which the trainees have confidence in the trainers. Thus, Almarza (1996) found that although four students on a Postgraduate Certificate in Education programme conformed, in teaching practice, to methodology taught in the programme, they varied considerably in terms of their degree of acceptance of that methodology, concluding that behaviour during a course cannot be seen as necessarily reflecting trainees' beliefs or as being indicative of future behaviour. An important factor in future teacher behaviour may be the extent to which the trainers have credibility so far as the trainees are concerned, something that may itself be influenced, in the case of trainees who have prior teaching experience, by their existing understanding of the context in which they will be required to operate. As Watzke (2007, p. 64) observes, "pedagogical knowledge developed during the preservice years may wash out or quickly fall away in a teacher's thinking and practices", depending not only on the nature of the teacher and the in-service teaching context, but also on the preservice program itself.

Clearly, the same training programme may have a different impact on different trainees. Three factors that have been considered to be relevant here are initial beliefs, the extent of congruence between initial beliefs and the nature of the training course, and teaching experience. Thus, for example, Borg (2005) observes, with reference to a study of the development of the pedagogic thinking of one trainee during a four week pre-service Certificate course (the Certificate in the Teaching of English to Adults (CELTA)), that although the trainee's beliefs were in many respects "very similar to those expressed at the beginning of the course" (p. 22), this is to some extent likely to have been a reflection of the congruence between her initial beliefs and the nature of the course itself which "was developed in opposition to traditional teacher education with its emphasis on philosophy, psychology and the separation of theoretical knowledge and practice" (p. 23). In relation to a study of the impact of the same type of training programme<sup>7</sup> on five trainees, Richards, Ho and Giblin (1996, p. 242) conclude that the difference detected reflected differences in "their teaching experiences and their own [initial] beliefs and assumptions" (p. 242). On the other hand,

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<sup>7</sup> A four week Certificate in the Teaching of English to Adults.

Richards, Tung and Ng (1992), who analysed the beliefs and practices (as reported by participants) of 249 teachers of English in secondary schools in Hong Kong, observe that at least some of the differences may be attributable to teaching experience, noting that the more teaching experience participants had, the more likely they were to believe that training and in-service development were important. Those with less teaching experience were more likely to believe that their own personal teaching philosophy was more important than training and in-service development.

Training programmes may impact on teachers in different ways. However, as Wilbur (2007) notes, it remains the case that there is widespread reporting of teachers being dissatisfied with the applicability of their content to real classroom contexts. In a study of the methodology courses provided by 32 different institutions in the United States, she observed “great variation in the content of methodology instruction”, noting that “[the] profession has not yet agreed upon and adopted a way to effectively balance theory with the remaining instructional topics” (p.86). This is an issue that relates in a central way to the quality of language teacher education provision. Issues relating to quality in this area are extremely difficult to address, in ethical as well as practical terms. Nevertheless, these are issues that teachers themselves clearly believe to be critical (see *Chapter 4*). Some researchers, (such as, for example, Adams & Krockover (1997); Graber (1995); and Sariscany & Pettigrew (1997)) have concluded that teacher education can have a significant impact on the knowledge, skills and beliefs of teachers; others (including Kagan (1992) and Richardson (1996)) have argued that it may have considerably less impact than is sometimes supposed. To some extent at least, it is likely that differential impact relates to differences in the quality of the teacher education provided.

Teacher cognition research in the area of language teacher education has contributed a great deal to our understanding of some of the factors that contribute to positive teacher responses to language teacher education provision. However, as Borg (1998, p. 274) observes, “not enough of the research . . . is put to constructive use on teacher development programmes, compared to that serving strictly ‘academic’ purposes in research papers, theses, and conference

presentations”, adding that “[this] can only be described as a waste of all the rich descriptive and interpretative information which . . . has great potential for promoting teacher development”. He goes on to demonstrate some of the ways in which extracts from lesson transcripts can be used to promote trainee awareness, concluding by observing that “[by] allowing teachers to function as data analysts in the study of other teachers - and ultimately their own – behaviours and beliefs, such activities can promote a more holistic form of self-reflection than those based solely on the behavioural analysis of teaching” (p. 281). It was largely in response to this that I decided to transcribe six of the lessons discussed in *Chapter 6* here in full and to include the transcriptions as an appendix.

### **2.2.2 Communicative language teaching**

Teacher cognition research that relates to communicative language teaching (CLT) is also relevant to aspects of the research project reported in this thesis.

Using a combination of interviews, surveys and observations, Sato and Kleinsasser (1999) explored the beliefs of ten teachers of Japanese in Australian high schools in relation to communicative language teaching, both in terms of what they said and what they actually did. The particular focus of this research project was how these teachers defined CLT and, if they expressed approval for it, to what extent their classroom practices conformed to their understandings of it. In general, the teachers thought of CLT as being about learning to communicate in the target language, being focused more on listening and speaking than reading and writing, involving little grammar teaching, and including many activities that must be fun. In this connection, it is interesting to note that Thompson (1996) identifies as misconceptions about CLT common among his colleagues the belief that it does not involve the teaching of grammar and that it focuses exclusively on speaking. These studies suggest that the concept of communicative grammar teaching, at least in the mid to late 90s, had had little impact on some language teachers and teacher educators.

In the context of the study referred to above, Sato and Kleinsasser (1999, p. 503) note that although the teachers involved “emphasized that CLT meant speaking and listening . . . the government guidelines for communicative assessment

included all four skills". They also note that the teachers claimed that individualising instruction was really not feasible in L2 classes (p.506), almost all of them reporting that barriers to the implementation of CLT included demands on preparation time and the lack of appropriate resources, including textbooks (p.507). Although most said that they used role-play, games, simulations and so on, "classes observed . . . were heavily teacher-fronted . . . and there were few interactions seen among students in the classrooms" (p. 505). In several ways, the findings of the study reported here echo those of Sato and Kleinsasser (see *Chapters 3, 4 and 6*).

The findings of Sato and Kleinsasser (1999) referred to above are in line with those of earlier studies by Nunan (1987) and Kervas-Doukas (1996) and with those of a later study that they themselves conducted (Sato & Kleinsasser, 2004).

Nunan (1987) reports that although the teachers in his study had goals for communicative language teaching, they offered students few opportunities for genuine communicative language use in the class sessions he recorded. Similarly, Kervas-Doukas (1996) observed that although responses to an attitude survey of 16 Greek teachers of English leaned towards agreement with communicative language teaching principles, their classroom practices (with very few exceptions) deviated considerably from the principles of CLT (p.193). He concluded that "[while] most teachers profess of be following a communicative approach, in practice they are following more traditional approaches" (p. 187). Reporting on a year long study involving 19 teachers of English in a Japanese high school, Sato and Kleinsasser (2004) note that although the Japanese government introduced, in 1994, a new syllabus orientation to CLT (p. 5), "[repeated] measures including interviews and classroom observations uncovered that the teachers in this workplace . . . conformed to a particular pattern of teaching, with heavy emphasis on grammar explanation and translation" (p.16).

One aspect of the later study by Sato and Kleinsasser (2004) was attitudes towards, and use of textbooks. They note that "[even] though the teachers had opportunities to use materials other than textbooks" (p.16), "the majority . . . continued to teach according to the lessons in the textbook . . . avoiding

communication-oriented activities” (p. 13). Of one teacher, they observe that “[the] moment she started to use the textbook . . . she followed the pattern of the lesson plan (p. 9). Each of the comments below was made by a different teacher:

To be honest, the way of teaching is somehow limited because we have to do the same lesson by using the same textbook (p.8).

I have to keep pace with the others according to the textbook. I cannot afford to incorporate other classroom activities (p.12).

I have no idea how to deal with the textbook (p.13).

With reference to a study of the interaction between language awareness and pedagogical practice in the case of 17 language teachers, Andrews (2001, p. 83) observes that “[communicative language ability] affects not only the quality of the teachers’ reflections about language” but also “has a direct effect upon the structural accuracy and functional appropriacy of the teacher’s mediation of . . . language input”.

Communicative language teaching is generally associated with learner-centeredness and responsiveness to learner needs. This generally involves some element of flexibility in relation to the implementation of lesson plans. In a study that included analysis of teachers’ use of lesson plans, Richards (1998) reported that changes to lesson plans might result, for example, from a perceived need to maintain student interest and engagement. He observed more evidence of departure from lesson plans in response to student reaction in the case of experienced teachers than in the case of less experienced ones. However, this may have been related more to expertise than to experience. As Borg (2006, pp. 107-08) observes, we should not necessarily assume that “studies of *experienced* teachers . . . shed light on the cognitions and practices of *expert* language teachers (emphasis added).

Many teacher cognition studies that have focused on language have involved teachers of English to native speakers. Among these are studies by Chandler

(1988) and Williamson & Hardman (1995) who explored teacher cognitions about grammar in the context of the national curriculum in the United Kingdom. There are, however, some studies that have focused on the beliefs and practices in relation to grammar of teachers of English as a second language. Thus, for example, Chia (2003) conducted a questionnaire-based study involving 96 primary school teachers in Singapore, finding that these teachers, overall, were in favour of explicit teaching of grammar reinforced by drilling.

What all of this suggests is that there is considerable confusion not only about the relationship between CLT and reading and writing, but also about the relationship between CLT and the teaching of grammar. That such confusion may not be confined to teachers is indicated by the study by Thompson (1996) (referred to above) that identifies common misconceptions about CLT among his colleagues.

In a longitudinal study involving nine language teachers in the United States, Watzke (2007) observed an initial reluctance “to depart from a reliance on rote memorization and student production of language within . . . controlled and semicontrolled teaching techniques” (p.70). There was initially a high degree of teacher-centeredness, involving drilling, reading aloud, translation, performance of memorised dialogues, structure-focused textbook exercises, and memorised role plays. Over time, however, freer practices that were more student-focused and allowed for creative and personal language use were observed and there was greater task focus, the students being treated “as not simply learner, but as language learner” (p.72). What Watzke saw emerging over time was the activation of ‘latent pedagogical content knowledge’. However, for homeroom teachers in elementary school settings for whom the teaching of a second language is only one part of their teaching repertoire, the difficulties involved in activating latent content knowledge relating specifically to language teaching may be greater than it is for those for whom the teaching of language constitutes a major part of their professional lives. After all, many of these teachers already have, at the point when they begin to teach English, a repertoire of techniques that may have served them well in other teaching contexts. It is therefore important to understand how teachers perceive the differences between language teaching and the teaching of other subjects.

Watzke (2007) also noted that, whatever difficulties teachers might have in relation to CLT, their concerns for student learning and personal well-being were central to their work. This is something that echoes one of the findings of an earlier research project by Horwitz (1985) who, using an instrument she devised – the Beliefs about Language Learning Inventory (BALLI) – and another devised by Savignon (1976), examined the beliefs of pre-service teachers, finding that although there were strong disagreements about teaching methods, a strong sense of teacher responsibility to motivate and help students learn permeated the beliefs of these teachers.

In seeking to uncover teacher perceptions of the distinctive characteristics of language teaching, Borg (2006), consulted over 200 practising and prospective teachers. Among the things they identified as making language teaching different from the teaching of other subjects were its unique scope and complexity, its greater diversity of methodology (aimed at creating contexts for communication and maximising student involvement), the fact that teachers and learners operate through a language other than their mother tongue, and the greater need for creativity, flexibility and freedom (p. 24). We know that “prior learning experiences . . . play a powerful role in shaping . . . views of effective teaching and learning” and that “preconceptions are remarkably resistant to change unless awareness of . . . prior learning is developed in the teacher education program” (Crandall, 2000, p. 35). What we do not know is the extent to which homeroom teachers who become involved in second language teaching transfer rather than adapt existing teaching skills, or the extent to which the teacher education programmes in which they are involved encourage reflection on the differences between language teaching and the teaching of other subjects. These issues are of considerable importance in view of the fact that “[experienced] teachers appear to develop a personal repertoire of tried and favoured practices” (Breen, Hird, Milton, Oliver & Thwaite, 2001, p. 495).

### **2.2.3 Proficiency and target language use**

Beliefs about proficiency and target language use in the classroom are often related in the literature on language teaching to beliefs about CLT.

Levine (2003) notes with reference to CLT and the use of the target language in the classroom that “both sides of this debate often base their assumptions and arguments largely on intuitions about best practices” (p. 344). There are, however, a number of studies of target language and native language use in the classroom. Thus, for example, Richards, Tung and Ng (1992), report that of 249 secondary school teachers of English in Honk Kong who were surveyed, only 21 per cent believed that using English all of the time in the classroom was sound educational practice, whereas 42 per cent believed that it was better to use English only. Nzwanga (2000), in a study involving university-level French classes, observes that “whereas communicative approaches to instructed L2 acquisition may dictate maximal or exclusive use [of the target language], “it appeared that the L1 did and should have a role to play” (p.104). In fact, however, the matter may be more complicated than a straightforward choice between target language and native language. For some children in English classes in Taiwan, the day-to-day language/ dialect of the classroom may be Mandarin but their own first language may be Taiwanese or Hakka.

Butler (2004) explored the beliefs of teachers of English at elementary school level in Japan, Korea and Taiwan about their own English language proficiency and the level of proficiency they considered appropriate in the context in which they taught. The approach adopted was survey-based, with 522 teachers responding to one or both of two questionnaires - 204 from Korea; 206 from Taiwan and 112 from Japan. The first questionnaire asked the teachers to specify their English language education goals for elementary students; the second asked them to assess their own proficiency in English in terms of listening and reading comprehension, writing ability, oral fluency, vocabulary and grammar in speech, and pronunciation. They were also asked to indicate the proficiency level in these areas that they considered necessary for successful teaching of English in elementary schools. The vast majority of the teachers involved in the survey (91% of the Korean teachers; 80.1% of the Taiwanese teachers; 85.3% of the Japanese

teachers) assessed their own overall proficiency as being lower than the level they considered necessary (p. 258). However, the teachers in Taiwan rated their proficiency somewhat higher across all domains than the teachers in Japan and Korea. In fact, the mean levels for their self-rated receptive skills exceeded Level 4 (high intermediate) on the rating scale used (p.264). It is not only knowledge *of* language (proficiency) that matters, but also knowledge *about* language. However, as Andrews (2003, p. 82) notes, such knowledge “has often tended to be taken for granted in any postgraduate initial teacher education”, the tendency, particularly in the context of the burgeoning demand worldwide for English teachers, having been “to focus on the language proficiency of teachers (i.e. their knowledge of language) rather than their subject-matter knowledge (or knowledge about language)”.

Richards (1998, p. 7) observes that there are two key questions that arise from consideration of the significance of language proficiency in the case of second language teachers, namely “what components of language proficiency are most crucial for language teachers, and how language proficiency interacts with other aspects of teaching skill”. In seeking to address the first of these issues, Heaton (1981) proposed a specific set of speech acts that he regarded as being critical. This list included requesting, ordering and giving rules, giving instructions, questioning, and giving reasons and explanations. In relation to this, Willis (1996) provided examples of expressions and routines that can be used at various stages in a lesson. More recently, Johnson (1990) has outlined the design of a unit of classroom language intended for secondary school teachers in a range of different subject areas in Hong Kong, and Spratt (1994) has provided a detailed discussion of classroom language and its significance.

Krashen and Terrell (1983, p. 9), in outlining what they refer to as ‘the natural approach’, recommend “use of the language in communicative situations without recourse to the native language”, clearly stigmatising use of the native language in the second language classroom. Whilst not necessarily agreeing with other aspects of the recommendations made by Krashen and Terrell, a number of researchers in the area of second language acquisition have either stated or assumed that the target language will be used as the language of instruction (see, for example, Ellis

1999). On the other hand, it has been argued that such a position can lead to unrealistic expectations and problematic classroom dynamics (see, for example, Antón & DiCamilla (1999); Belz (2003)). Unfortunately, there is, among this second group, considerable evidence of disagreement about when it is appropriate to use the first language. Thus, for example, whereas Cook (2001) indicates that it is often appropriate to use the first language in checking the meanings of words, organising tasks and giving directions, these are exactly the types of situation in which Polio and Duff (1994) have argued in favour of use of the target language. In view of this, and in view of the fact that teachers often appear to associate CLT with the exclusive use of the target language in class, there appears to be a need for research that focuses on the interaction between references to CLT in national curricula, treatment of CLT in teacher education programmes, and teacher perceptions of the interaction between CLT and use of the target language in the classroom. Furthermore, there appears to be a need for research on the interaction between teachers' beliefs about their own proficiency in the target language, their perceptions of the need (or otherwise) to develop a useful repertoire of instructional language, and their actual classroom language.

### **2.3 Language teacher cognition research: Research instruments**

A wide range of research instruments have been used in teacher cognition research. These include researcher-directed/ initiated questioning (tests, questionnaires, scenario rating tasks, reporting grids and semi-structured interviews), and research that may or may not involve researcher-direction (simulated recall and teacher commentary).

Associated with each of these are advantages and disadvantages. Thus, for example, Peacock (2001) administered the BAALI (Beliefs about Language Learning Inventory) (see Horwitz 1985) to 146 participants at the beginning of a training course in the teaching of English as a second language and at two points during the course. He concluded that there was little change in the trainees' responses to statements relating to vocabulary, grammar and the relationship between intelligence and the ability to speak more than one language, and also that certain of the trainees' beliefs could have a negative impact on the learning of

their future students. However, as Borg (2006, p. 70) notes, it is possible that the results “tell us more about the limitations of questionnaires in studying teachers’ beliefs than about the impact of teacher education on teacher cognition”. Thus, “teachers’ cognitions may assume different forms depending on the manner in which they are elicited” (p. 70) so that, for example, “[they] may express a particular belief when responding to a survey but state an apparently contradictory view when talking about actual examples of their practice”.

In this connection, I would like to revisit here the pilot research project by Spada and Massey (1992) that provided the initial impetus for the structuring of part of the research project reported here (see 2.1 above). Two aspects of that study had a particular impact on my own research. One of these was the fact that it was conducted by staff associated with the teacher education programme in which the teachers involved had participated. It seemed to me that this may have had an influence on the extent to which the teachers felt free to include criticism that was, or could be interpreted as, negative and/or personal. I therefore determined to exclude from my study teachers who had attended the teacher education programme in which I am myself involved. I also decided not to ask participants which institution had provided their pre-service programmes and to delete from the reporting any references that could lead to the identification of these institutions, something that also related to ethical considerations. A second aspect of the pilot study by Spada and Massey that had an important influence on my own research was its focus on the extent to which the research instruments used were found to be effective. These included a transcript-guided interview and a syllabus-guided interview. Spada and Massey observed that the teachers involved in their study had difficulty in recalling “what courses they took . . . or what content [was] covered in them” (p.27). This suggests that questionnaires designed to elicit quantifiable data, particularly those that do not involve the contextualisation of questions in the form of, for example, the type of scenario rating used by Cathcart and Olsen (1976)<sup>8</sup>, may, if unsupported by other

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<sup>8</sup> Cathcart and Olsen (1976) asked teachers to indicate, in relation to a range of possible teacher responses to a student errors, whether they themselves used responses of each type often, seldom or never.

approaches to eliciting information, sometimes lead to conclusions whose validity is questionable.

Borg (2006, p, 207) notes that there is a tendency in the reporting of semi-structured interview data not to include extended extracts and, where these do occur, not to include the prompts to which these extracts represented a response so that “readers have to assume that the semi-structured interviews being reported on were conducted in a manner which reflects the principles underpinning their use”. My decision to include interview extracts (translated into English) accompanied by prompts as an appendix to that aspect of the research project in which semi-structured interview data is reported, analysed and commented on (see *Chapter 4*) was motivated by this comment. Borg (2003, p. 105) also reminds us that “[ultimately] . . . we are interested in understanding teachers’ professional actions, not what or how they think in isolation of what they do”. In one respect, the research reported here represents a response to this reminder. However, although it includes analysis of a sample of textbook resources typically used by teachers in primary school classes in Taiwan (*Chapter 5*) and observation and analysis of a sample of English lessons taught in primary classes (*Chapter 6*), it departs in two important respects from most recent research that relates to teacher cognition.

A fundamental aspect of most teacher cognition research is that where attempts are made to link teacher beliefs to teacher practices, the same teacher or group of teachers is involved at each stage. Since the cognitions of teachers are shaped by their experiences, and since experiences are necessarily unique, this makes good sense. However, it is not always possible in a research project that takes place over several years to involve the same teachers, or even a sub-set of them, at different stages of the project. In the research reported here, different groups of teachers were involved in different aspects of the project. This meant that it was not possible to track the relationship between, for example, a particular teacher’s self assessment of proficiency and the language he or she used in the classroom, or between a particular teacher’s attitude towards communicative language teaching and the teaching strategies used by that teacher. Instead, it was necessary to focus on general trends in seeking links between beliefs and practices.

Secondly, classroom observations conducted in the context of teacher cognition research generally relate to the extent to which classroom behaviour reflects beliefs, something that is at the very core of teacher cognition research. However, although an attempt is made here to link, in general terms, teacher perceptions and teacher practices, the observed lessons were primarily analysed on the basis of criteria derived from a review of literature on the effective teaching of languages to young learners (see *Chapter 6*). In this respect, the research reported here might be perceived as violating one of the fundamental principles of teacher cognition research as established at the first conference of the *International Study Association on Teacher Thinking*, that is, that the focus should be on “the explanation and understanding of the teaching processes as they are” rather than on “striving for the disclosure of ‘the’ effective teacher” (Halkes & Olson, 1984, p. 1). However, I believe that there is a fundamental difference between striving for the disclosure of ‘the’ effective teacher, and seeking to identify some of the characteristics of effective language teaching. I also believe that policy makers, teacher educators and teachers of English to young learners in Asia have the right to expect researchers to seek to identify such characteristics (i.e., characteristics of effective language teaching) in a context where, as Graddol (2006, p. 120) observes, “[there] is scope for great success but also for great disaster”.

For these reasons, and for the reasons outlined in 2.1 above, this research project can best be described as including some of the characteristics of language teacher cognition research rather than being an example of language teacher cognition research.

## **Chapter 3**

### **Questionnaire-based survey of teachers of English to young learners in Taiwan: Background and training, perceptions of their own language proficiency, and views on policies and practices**

#### **3.1 Introduction**

A survey of the views of language teachers in primary schools in Taiwan was conducted as the initial part of this research project. In accordance with the advice contained in Cohen, Manion and Morrison (2004, pp. 169-174), a number of issues were taken into account in deciding what form the survey would take, how it would be conducted and how responses would be analysed. As noted by Cohen, Manion and Morrison (p. 171), “surveys proceed through well-defined stages”. In this case, the stages prior to the conduct of the survey itself were as follows:

- determination of the primary and subsidiary aims of the survey;
- determination of the survey approach to be adopted;
- determination of the target population;
- consideration of ethical factors;
- determination of the processes and procedures to be used in analysing responses;
- production and piloting of draft questionnaire;
- production of final version of questionnaire.

At each of these stages, a number of practical considerations needed to be taken into account. These included considerations of time and cost.

#### **3.2 Determination of the primary and subsidiary aims of the survey**

The overall aims of this survey were to determine:

- the gender, age profile and language background of a sample of teachers of English to young learners in Taiwan;
- their qualifications, training and experience of teaching English;
- areas in which they would welcome further training;

- their assessment of their own proficiency in English<sup>9</sup>;
- the extent to which they had been consulted about policy relating to the teaching of English in primary/ elementary schools and their opinions of that policy;
- how they decide what to teach;
- their teaching approach and methodological preferences;
- what those who believed their teaching was ‘communicative’ identified as the three most important characteristics of ‘communicative language teaching’;
- whether they use textbooks and, if so, which ones.

It was hoped that the overall patterns of response would not only provide some indication of the extent to which these teachers supported the policy of introducing English into the school curriculum in Grade3, but also of the extent to which they were aware of the national curriculum guidelines for the teaching of English in primary schools and adhered to them (in deciding what to teach, how to teach it and what resources to use).

### **3.3 Determination of the survey approach to be adopted**

The decision to design a self-completion questionnaire rather than to conduct structured or semi-structured interviews was dictated largely by issues relating to location and coverage. I was located in New Zealand for most of the duration of the research project and I wished to include as many teachers as possible in the sample. These two factors were the main determinants in my decision to conduct a questionnaire-based self-completion survey. Another consideration was the fact that I wanted to preserve the anonymity of participants during the data collection process as well as the reporting process so that they felt as unthreatened as possible and would therefore be more likely to respond honestly.

### **3.4 Determination of the target population**

Unless a researcher is working in an official capacity for government, it is not possible to secure a list of the names of teachers of English language in Taiwan.

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<sup>9</sup> The general IELTS band descriptors were used because they are reasonably widely known in Taiwan and can be expressed on a single page. Furthermore, the more widely used TOEFL test lacks band descriptors.

This dictated my decision to use a sample of convenience rather than a random sample. The survey questionnaire was distributed (a) at an in-service teacher training program<sup>10</sup> organised by a private institution, and (b) sent to as many primary school teachers with whom I was personally acquainted as possible. One hundred and sixty-six completed and partially completed questionnaires were returned out of 300 questionnaires distributed (55% response rate). All of the respondents were involved in teaching English to young learners in Taiwan.

### **3.5 Determination of the processes and procedures to be used in analysing the responses**

Of primary importance in deciding on the processes and procedures to be used in analysing responses was the nature of the questionnaire itself. In accordance with the advice of Hoinville and Jowell (1978, p.310), it was decided to intersperse behavioural questions with attitudinal ones and to provide opportunities for respondents to make reference to matters of concern to them. The final result was a questionnaire (see *Appendix 1*) that included 35 questions over 9 printed pages in the English version and 7 printed pages in the Mandarin version. Of these 35 questions, only 4 were truly open-ended. Nevertheless, the task of coding and recording questionnaire responses would be a major one and it was therefore decided to use an appropriate and readily available commercial package, *Microsoft Excel*, for this purpose.

### **3.6 Production of draft questionnaire**

The draft questionnaire was produced in A4 format with temporary binding. Attention was paid to potential coding problems, and open-ended questions were avoided wherever possible. Attention was also paid to the need to keep the language as simple as possible, to use a clear and consistent layout, to provide adequate space for responses, and to integrate factual and attitudinal questions, moving from simpler through more complex questions towards final questions that were likely to have high interest/relevance (Hoinville & Jowell, 1978, pp. 318-331).

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<sup>10</sup> This program was held in Taipei, Hsinchu, Taichung, Kaohsiung, Hualien, and Penphu in Taiwan.

### **3.7 Ethical considerations**

Having decided in favour of distributing a self-completion questionnaire to as many teachers of English in Taiwan primary schools as possible, and having created a draft of the questionnaire, it was important to seek ethical approval. In terms of the content of the questionnaire and the procedures to be followed, the approval of the appropriate Human Research Ethics Committee was required<sup>11</sup>. Ethics committee approval required that potential participants were given an assurance that no individual or school would be identified in any report of the responses. Other conditions of ethics committee approval were that participants should be informed of the overall aims of the research and that completed questionnaires would be kept indefinitely in a secure location at the University of Waikato.

### **3.8 Trialling the questionnaire**

Gaining approval for the questionnaire in relation to ethical considerations would not necessarily guarantee that the questionnaire would receive a positive response from potential respondents. Thus, a number of Taiwanese English language teachers were asked to complete and comment on two drafts, the second of which was prepared in response to their comments on the first. They were asked to attempt to complete the draft questionnaire, recording the time it took them to do so and any difficulties they had in completing any of the questions.

The trial group was made up of ten language teachers who were selected simply on the basis that they were known to the researcher and were willing to participate. A considerable number of changes in relation to wording and layout were made in response to the views expressed by members of the trial group. The most significant of these changes was the decision to prepare a Mandarin version and to give teachers the option of selecting a Mandarin or an English version and of responding in Mandarin or English. The Mandarin version was trialled by the same teachers who had trialled the English version. A potential disadvantage of this was the fact that the interpretation of the questions in the Mandarin version may have been influenced by prior acquaintance with the questions in the English

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<sup>11</sup> In this case, this was the Human Research Ethics Committee of the School of Maori and Pacific Development of the University of Waikato.

version. Nevertheless, all of the participants in the questionnaire trials agreed that the two versions were equivalent.

### **3.9 The self-completion questionnaire: Outline**

The final questionnaire was entitled: *Questionnaire for teachers of English to young learners in Taiwan*. The final question (*Do you have any other comments you wish to make?*) was printed on the last page in order to provide adequate space for a response. Of the remaining questions, 4 were open-ended:

*Question 8:* Please give a reason for your answer to *Question 7*.

*Question 10:* Please give a reason for your answer to *Question 9*.

*Question 19:* In your opinion, what would improve the teaching of English to young learners nationally, locally and in your school?

*Question 25:* Please give a reason for your answer to *Question 24*.

A further question (*Question 27* below) which could present coding difficulties was the following:

*Question 27:* If you ticked ‘communicative’ in either 26, please list below what you consider to be the three most important characteristics of a communicative approach.

This leaves 29 questions. Of these, 8 were of the *yes/no* type; three involved a choice of *yes*, *no* or *don’t know*. The remaining 21 questions were of a variety of types. One (*Question 1*) offers a simple binary choice (male/female) relating to personal information. The other 20 can be classified as follows:

Ticking one or more boxes relating to relevant personal or professional information or opinion: *Questions 2, 3, 4, 5, 6, 9, 23, 26, 28, 29, 32, 33*

Selection of a point on a scale: *Question 16, 17, 18, 34*

Circling a number: *Question 20*

Entering numbers: *Question 21*

Entering numbers and ticking boxes: Question 22

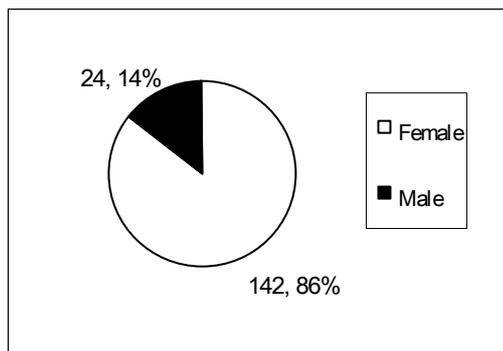
Entering information relating to a restricted range of options (textbooks used): Question 31

### 3.10 Questionnaire responses

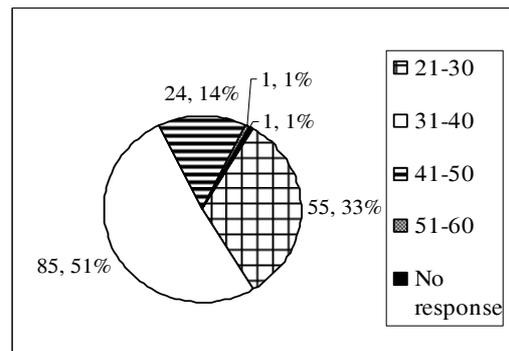
One hundred and sixty-six (166) completed or partially completed questionnaires were returned. The responses are outlined and discussed below. Wherever possible, the information discussed is provided in diagrammatic form.

#### 3.10.1 Personal information

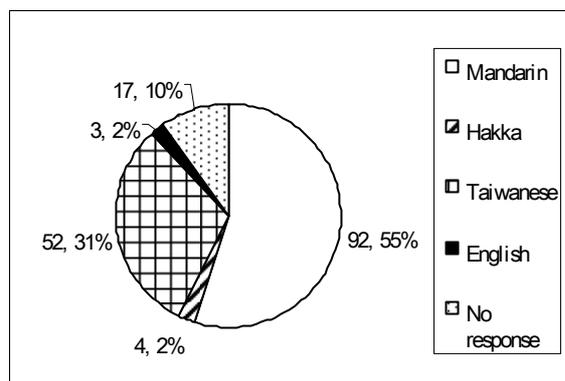
Aspects of the personal information provided are indicated in *Figures 3.1 - 3.3* (relating to *Questions 1 and 2*).



*Figure 3.1: Sex ratio*



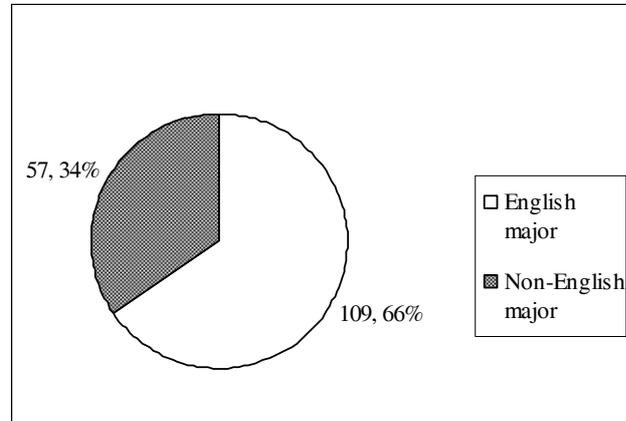
*Figure 3.2: Age ranges*



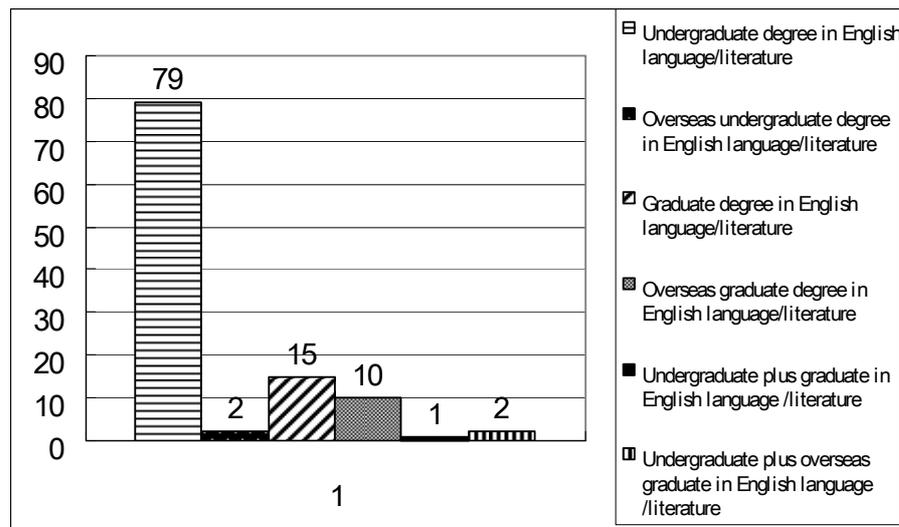
*Figure 3.3: First language*

### 3.10.2 Qualifications

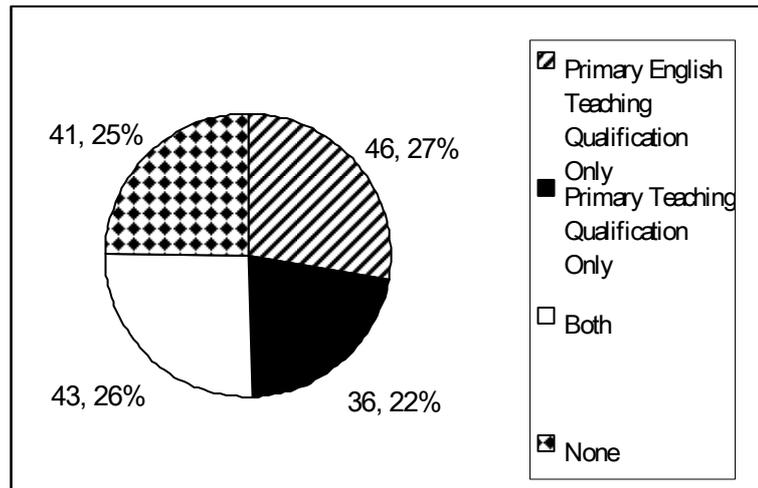
Questions 4 & 5 related to professional qualifications. The responses are indicated in Figures 3.4 – 3.6.



**Figure 3.4: Major in English language and literature**



**Figure 3.5: Details of English majors**

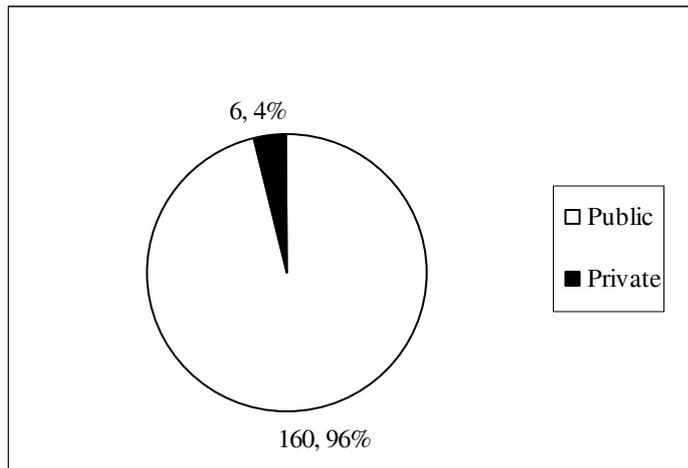


**Figure 3.6: Primary teaching qualification; primary English teaching qualification; both; none**

Of the 166 respondents to *Question 4*, 109 (66%) indicated that they had majored in English (see *Figure 3.4*). Of the 109 English majors who answered *Question 4*, 81 had an undergraduate degree in English language and literature (2 from overseas), 25 had a graduate degree in language (10 from overseas). Of these, 3 had both undergraduate and graduate degrees (see *Figure 3.5*). Thirty-six (36) respondents indicated that they had a primary teaching qualification (see *Figure 3.6*) and 46 that they had a primary English teaching qualification (see *Figure 3.6*). Of these, forty-three (43) respondents indicated that they had both a primary teaching and a primary English teaching qualification (see *Figure 3.6*). Thus, of the 166 participants, 41 did not indicate that they had either a primary teaching qualification or a primary English teaching qualification

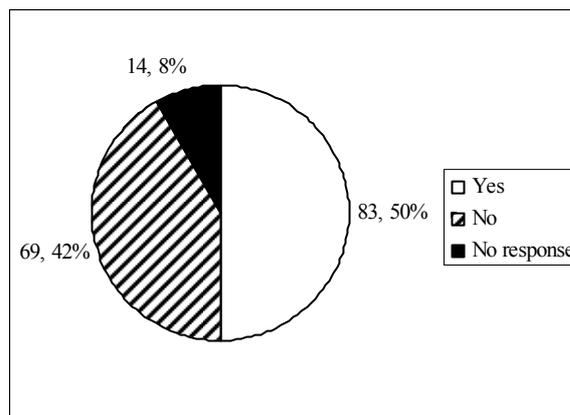
### 3.10.3 Professional status

*Figure 3.7* relates to *Question 6* which asked where participants currently taught. A very high percentage 160 (96%) of respondents indicated that they taught in a state primary school, the remainder 6 (4%) indicating that they taught in a private primary school.



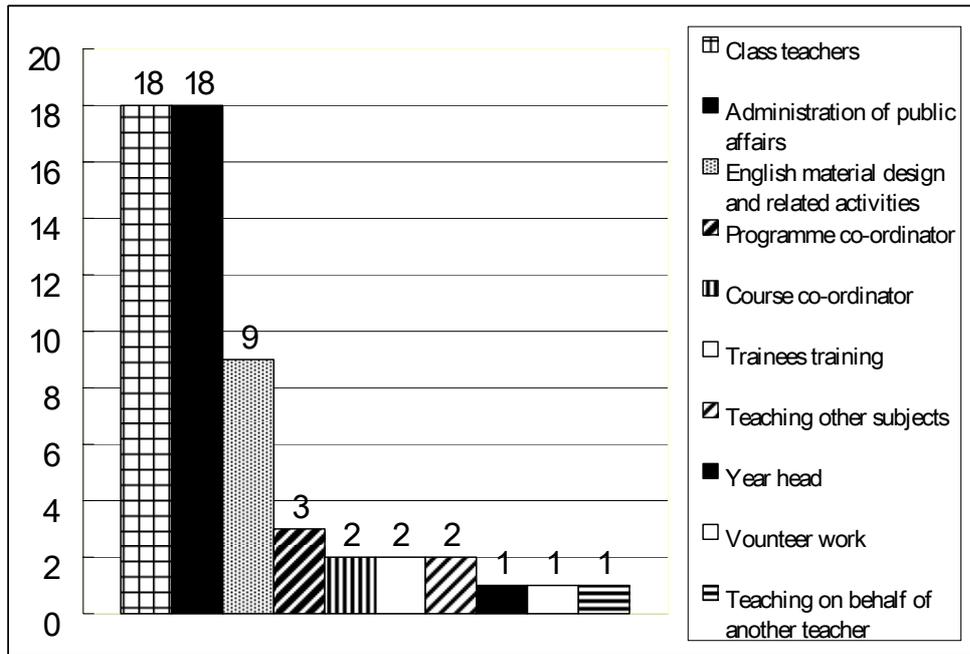
**Figure 3.7: Teaching in public or private primary schools**

Question 23 asked participants to indicate whether they had any specific responsibilities (such as program coordinator) in the school where they worked (see Figure 3.8). There were 14 non-responses to this question.



**Figure 3.8: Extra responsibilities**

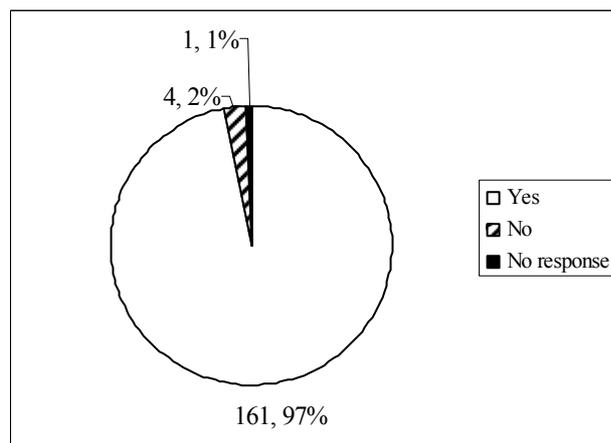
Of the 83 (50%) respondents who indicated that they had some type of extra/specific responsibilities within their school, 57 listed the type of responsibility involved by (see Figure 3.9), the most common being class teacher responsibilities (18 responses) and public affairs administration (18 responses).



**Figure 3.9: Extra responsibility types**

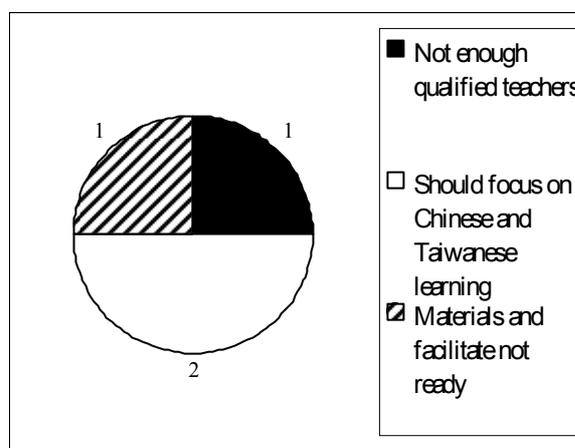
### 3.10.4 Attitudes towards, and beliefs about, the teaching of English in primary schools

Questions 7 and 8 elicited respondents' views on whether students at the primary level in Taiwanese schools should learn English. The vast majority (161/97%) indicated that they believed they should (see Figure 3.10).



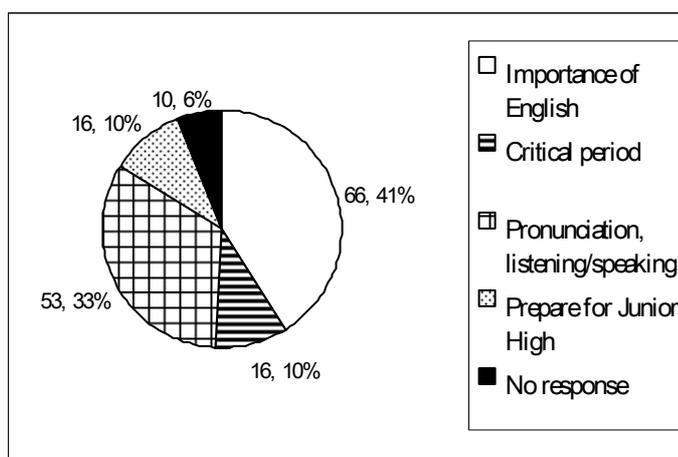
**Figure 3.10: Should English be taught at primary level?**

The four respondents, who indicated that they believed that English should not be introduced at primary school, gave three different reasons (as indicated in *Figure 3.11*).



**Figure 3.11: Why should English not be introduced at primary level?**

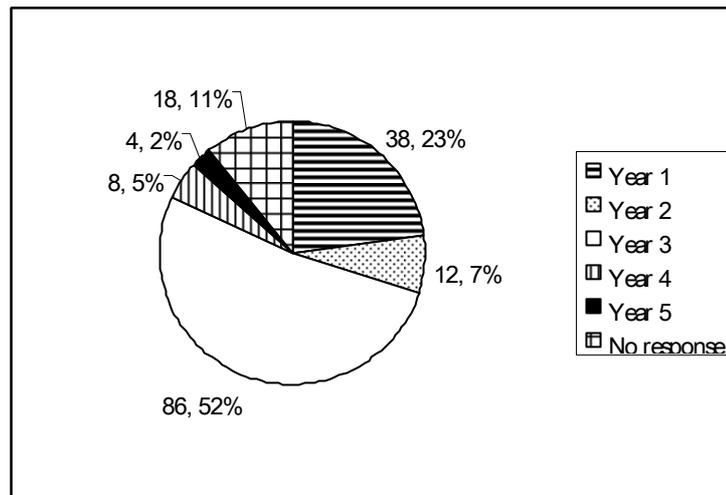
Those who answered *yes* to *Question 7* were asked (*Question 8*) to give a reason for their response. There were 151 responses which were grouped into four categories: reference made to importance of English as a medium of communication (66/41%); reference made to ‘critical period’ for language learning (16/10%); reference made to advantages in terms of pronunciation and/or listening and speaking (53/33%); reference made to the need to help prepare for Junior High School (16/10%) (see *Figure 3.12*).<sup>12</sup>



**Figure 3.12: Why should English be introduced at primary level?**

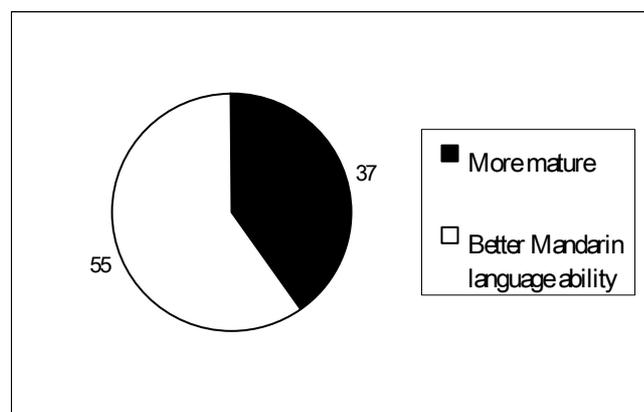
<sup>12</sup> Note that percentages include non-responses.

Questions 9 & 10 asked participants which year they believed would be most appropriate for the introduction of English to primary students and why. The majority of respondents (86/52%) indicated that they believed that Year 3 (average age 9) was most appropriate, with 38 selecting Year 1, 12 selecting Year 2, and 12 selecting Year 4 or Year 5 (see Figure 3.13).



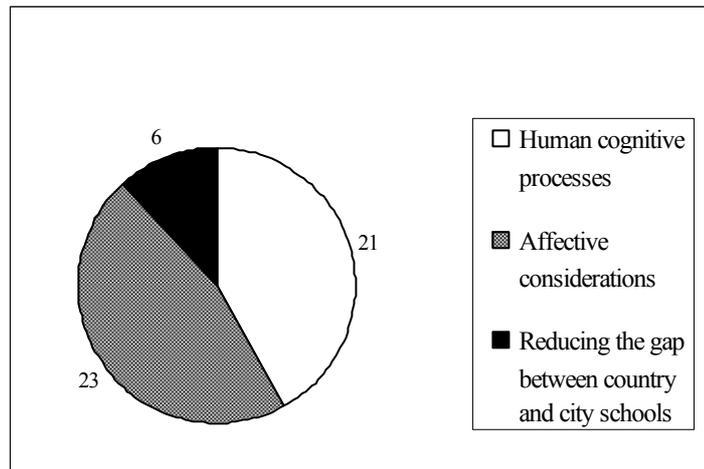
**Figure 3.13: When should English be introduced?**

A majority of those respondents who indicated that English should be introduced in Grade 3 gave as their reason either (a) the fact that students should focus on learning Mandarin in Grades 1 and 2, or (b) the fact that they believed that students in Grade 3 had sufficient knowledge of Mandarin not to confuse the two systems (see Figure 3.14).



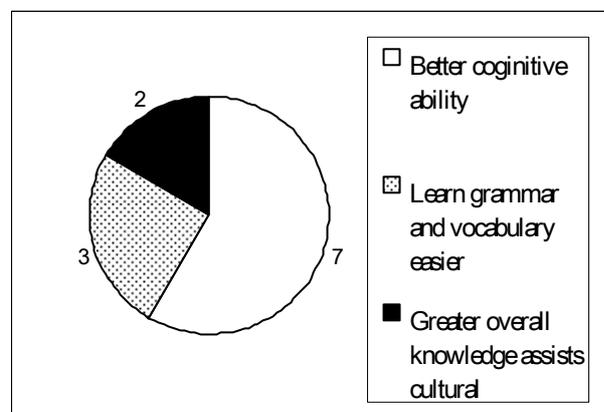
**Figure 3.14: Reasons for recommending that English teaching begin in Grade 3**

Of those who believed that English should be introduced in Grade 1 or 2, twenty-one (21) gave as a reason the fact that they believed that the cognitive ability of human beings developed rapidly during the early years of life and slowed down in later years. Twenty-three (23) referred to the importance of affective factors (i.e., attitude, inhibition, empathy, peer pressure). Six (6) respondents said that starting English earlier would help reduce the gap between country and city schools (see *Figure 3.15*).



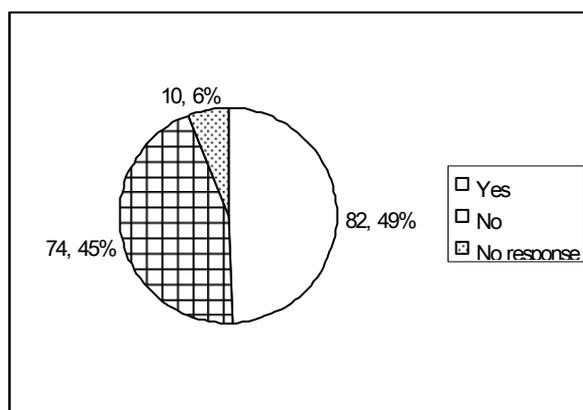
**Figure 3.15: Reasons for recommending that English teaching begin in Grade 1**

Of those who believed that English should be introduced in Grade 4 or 5, seven (7) gave as a reason the fact that students in Grade 4 and 5 are better able to cope cognitively than younger students; three (3) that they were better able to learn grammar and vocabulary; two (2) that their greater knowledge overall helped them to accommodate cultural differences (see *Figure 3.16*).



**Figure 3.16: Reasons for recommending that English teaching begin in Grade 4 or 5**

Participants were asked (*Question 24*) whether they believed the teaching of English to be an important part of their school’s curriculum and, if so, why (*Question 25*). There were 156 responses to this question. Eighty-two (82/49% of all participants) indicated that they thought it was; almost as many (74/45%) indicated that they thought it was not (see *Figure 3.17*).



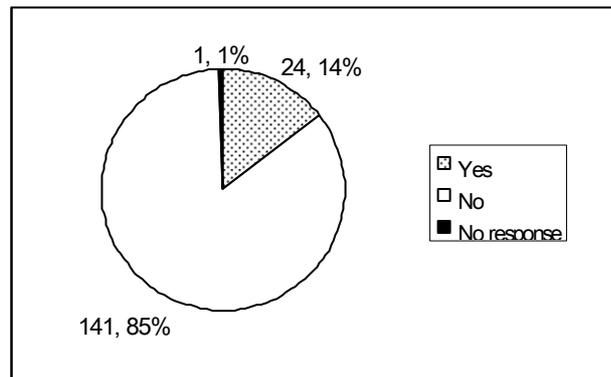
***Figure 3.17: Views on whether English was an important part of curriculum in teachers’ schools***

Seventy-two (72) participants gave a reason for their response to *Question 24*. Of those who believed that English was an important part of their school’s curriculum, 36 referred to the views of others (local government; school principal; parents), 6 referred to the fact that schools are given additional paid hours to teach English; 4 referred to the fact their school has a sufficient number of qualified English teachers; and 2 referred to the fact that native speakers are employed to teach English.

Of those who believed that English was not an important part of their school’s curriculum, 11 indicated that they had an insufficient number of qualified teachers; 9 referred to the lack of appropriate equipment; 9 noted that other subjects (including Chinese, Math, Art, Physical Education, Science and Music) were more important; 4 indicated that teachers had insufficient time to implement the curriculum due to pressure of other work; 3 indicated that their schools lacked an appropriate environment for learning English and that students had too little exposure to the language.

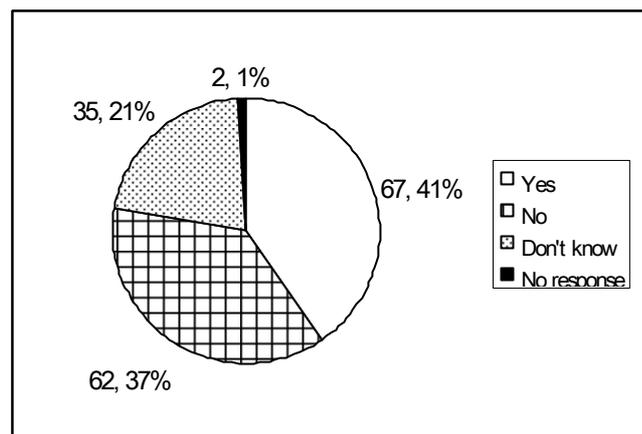
### 3.10.5 Knowledge of, and degree of satisfaction with, Taiwanese English education policies in relation to young learners

*Question 11* asked respondents whether they had been consulted during the development of the national policy relating to the teaching of English to young learners. Of the 165 participants who responded to this question, only 24 indicated that they had been consulted (see *Figure 3.18*).



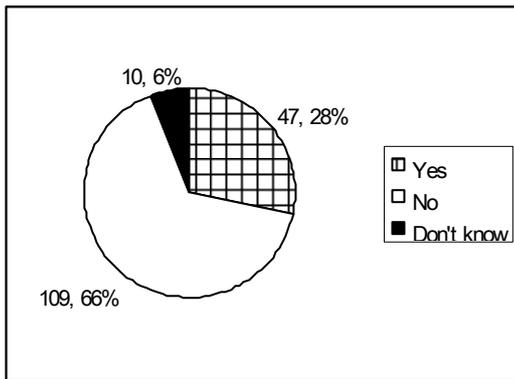
**Figure 3.18: Consulted on national policy?**

*Question 12* asked participants whether they had been given any documents by the Ministry of Education that explained the national policy in relation to the teaching of English to young learners. Sixty-seven (67/41%) respondents indicated that they had (see *Figure 3.19*).

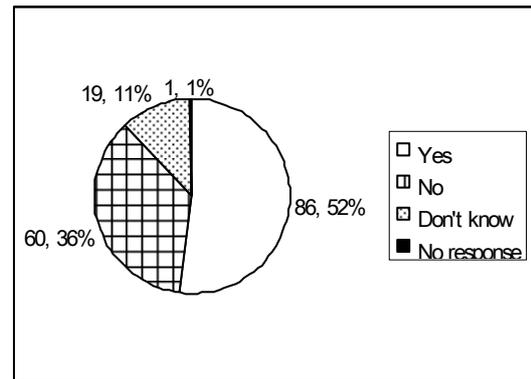


**Figure 3.19: Received documentation from Ministry of Education relating to national policy?**

Question 13 asked: *As a teacher, have you ever been consulted about the local policy on teaching English to young learners in local schools?* Only 47 respondents indicated that they had (see Figure 3.20). Question 14 asked whether participants have been given any documentation explaining local policy on teaching English to young learners. Eighty-six (86/52%) indicated that they had (see Figure 3.21).

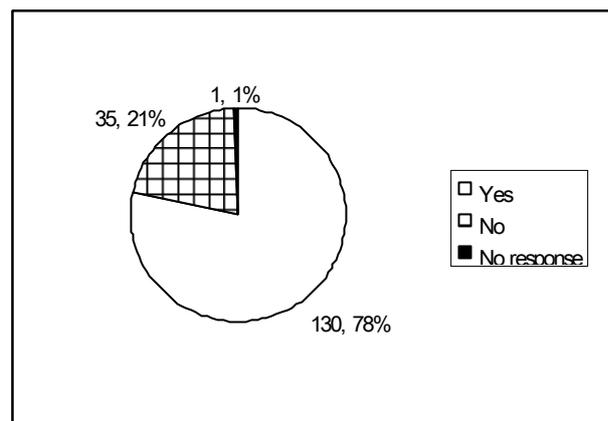


**Figure 3.20: Consulted on local policy?**



**Figure 3.21: Received documentation on local policy?**

Question 15 asked participants whether they had been consulted on their own school's policy on the teaching of English to young learners (see Figure 3.22).



**Figure 3.22: Consulted on school policy?**

Respondents were then asked (Questions 16, 17, 18) to rate their satisfaction with the way the new policy of offering English language education to young learners in Taiwan was working *nationally, locally, and their school*. Responses were on a

5-point scale (with 1 = *extremely satisfied* and 5 = *not at all satisfied*). The responses are indicated in *Table 3.1* below:

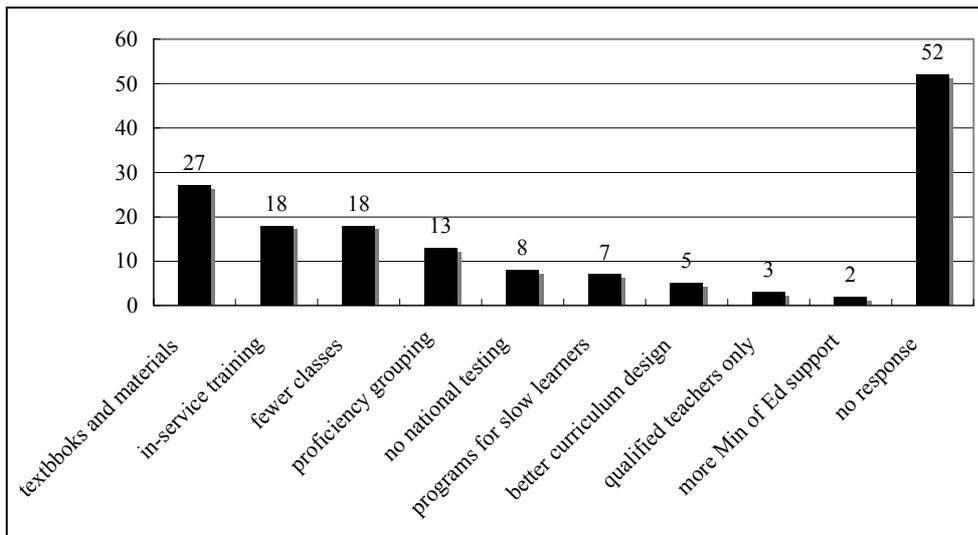
**Table 3.1: Degree of satisfaction with the ways in which national, local and school policy on the teaching of English to young learners is working**

Category	Not at all satisfied 5	4	3	2	Extremely satisfied 1
National Policy	1	45	94	20	2
Local Policy	3	36	95	26	2
School Policy	2	26	73	55	9

### 3.10.6 Opinions about ways of improving the teaching of English

*Question 19* asked participants whether they could suggest ways in which the teaching of English to young learners nationally, locally and in their own school could be improved. Fifty-two (52) participants did not respond to this question. The remaining 114 responses were classified into 11 groups as follows (see *Figure 3.23*):

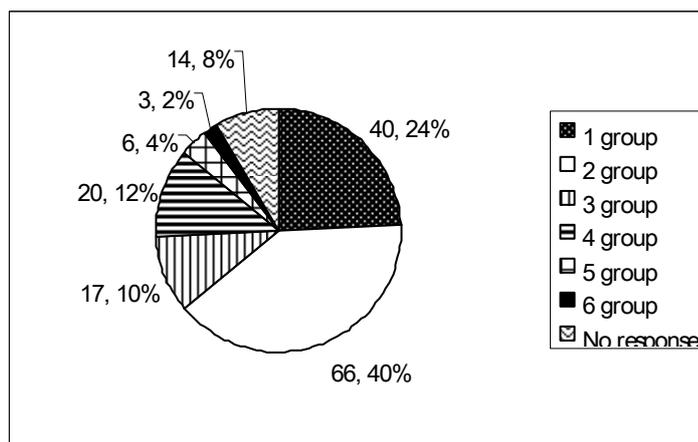
- textbooks should be improved and/or teachers should be permitted to select materials other than textbooks (27);
- more and higher quality in-service training required (18);
- teachers should not have to teach so many classes (18);
- students should be grouped according to proficiency level (13);
- there should be no nationally implemented policy on testing (8);
- there should be special programmes for ‘slow learners’ (7);
- the curriculum should be improved (5);
- only those qualified to teach English should do so (3);
- there should be more Ministry of Education support (2);
- no response (52).



**Figure 3.23: Opinions about improving the teaching of English**

### 3.10.7 Information and opinion about groups and students taught

Participants were asked (*Question 20*) how many different groups of students they taught. Fourteen participants (8%) did not respond to this question. Of those who did respond, the majority (81%) of the total number of participants indicated that they taught one group (40), two groups (66) or three groups (17) (see *Figure 3.24*).



**Figure 3.24: Number of groups taught**

Participants were then asked (*Question 21*) to supply information about their English classes (number of students in each group; average age of students in each group; number of hours of English each group had each week). As indicated in

Table 3.2, only 18 respondents taught Grade 1 students and only 27 taught Grade 2 students. The majority of teachers had classes of students in Grades 3 – 6. The number of students in each class varied from fewer than 20 to 45, with the vast majority of classes having between 21 and 40 students (see Table 3.3). Most groups had between one and two hours of English each week (see Table 3.4).

**Table 3.2: Number of teachers who teach different grades**

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<b>Number of Teachers</b>	18	27	69	74	80	70

**Table 3.3: Number of students in classes at different grades**

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
20 and fewer	1	2	4	7	3	6
21 to 30	4	10	17	17	16	18
31 to 40	13	15	47	47	58	44
41 to 45	0	0	1	3	3	2

**Table 3.4: Number of hours of English each week**

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1 hour	10	10	35	34	2	2
2 hours	5	11	29	35	70	60
3 hours	0	5	5	4	5	5
4 hours	2	1	0	0	2	2
5 hours	1	0	0	0	1	1

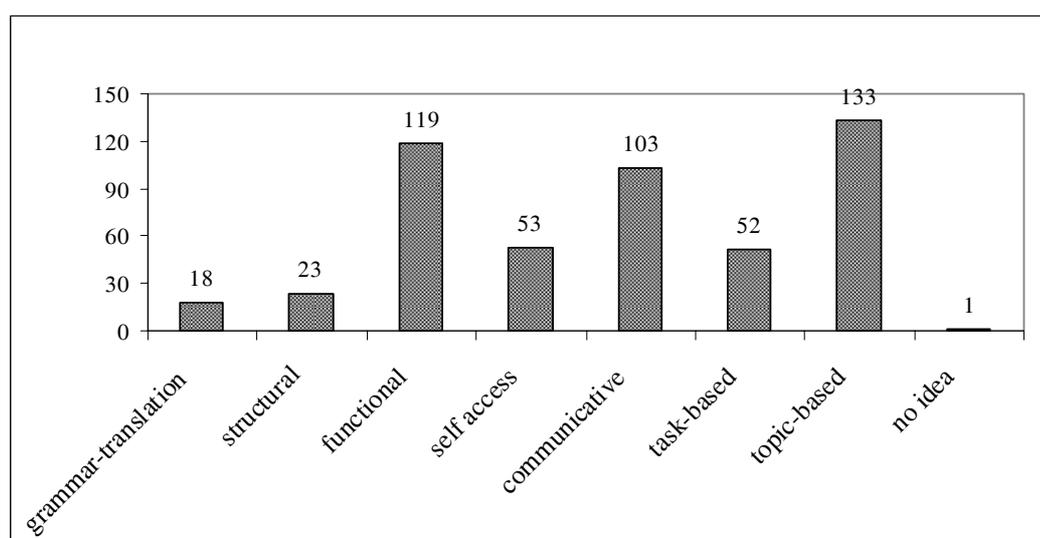
Question 22 asked whether participants thought that their students would benefit from having more hours of English tuition each week. Almost half of those involved in the survey indicated that they believed that learners in Grades 3 – 6 would benefit from having more English classes, particularly in Grades 3 – 6 (see Table 3.5).

**Table 3.5: Number who reported believing that groups at specific levels would benefit from having more English tuition each week**

	Grade 1 groups	Grade 2 groups	Grade 3 groups	Grade 4 groups	Grade 5 groups	Grade 6 groups
Number of respondents	16	19	52	60	61	61

### 3.10.8 Philosophy, approach, methodology, textbook resources, decisions about content, identified training needs

*Question 26* asked participants about their methodological preferences. They were asked to tick one or more of the following: *grammar-translation; structural; functional; task-based; self-access; communicative; I don't know; other (please specify)*. There were 166 responses and 502 entries (see *Figure 3.25*).



**Figure 3.25: Methodological preferences**

Respondents who ticked ‘communicative’ in *Question 26* were asked to list what they believed to be the three most important characteristics of a communicative approach (*Question 27*). There were eighty three responses and a total of 228 entries. The responses were grouped into three categories, the first appearing to be genuinely definitional of communicative language teaching; the second appearing to be relevant but not necessarily definitional; the third appearing to be equally relevant (or otherwise) to other approaches (see *Table 3.6*).

**Table 3.6: Respondents listing of the three most important characteristics of communicative language teaching**

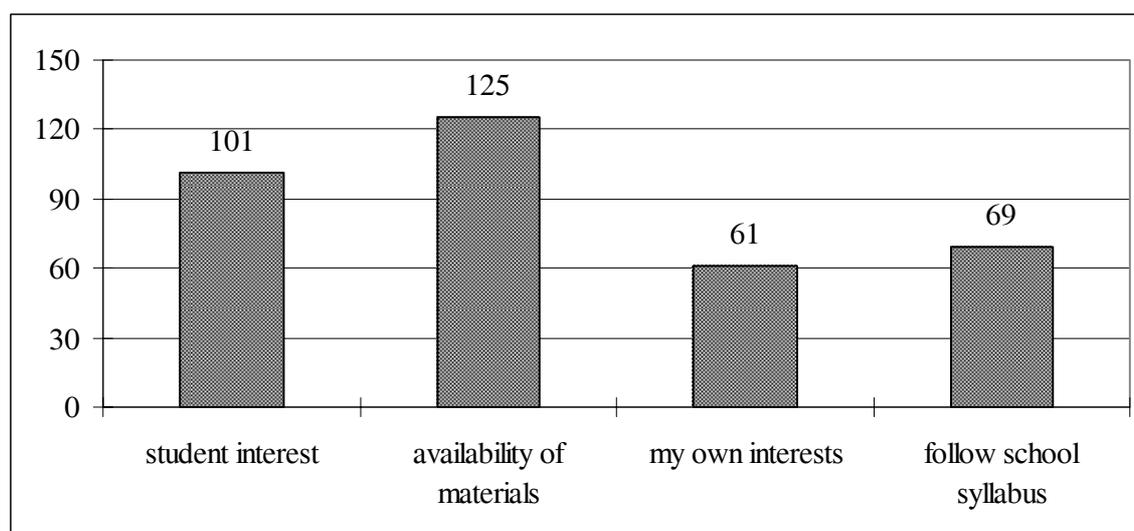
<b>Response</b>	<b>Number of entries</b>
Involves genuine/ useful communication	47
Involves realistic tasks in authentic situations	44
Involves an interactive approach	21
Involves problem solving/ information gap activities	12
Involves group work and pair work	6
Involves using the target language in the classroom	4
Understanding is paramount	2
Context is important	1
<b>Student-centred/ flexible/ individualised</b>	
Student-centred/ flexible/ individualised	14
Interesting,/motivating/fun	10
Confidence-building	7
Involves role play	7
Relaxed/ positive atmosphere	3
Includes visual stimulation	3
Involves real language	1
<b>Structure and accuracy should be emphasised</b>	
Structure and accuracy should be emphasised	7
Topics should be included	7
Speaking should be emphasised	7
Errors should be corrected	3
Errors should be permitted	3
There should be an emphasis on outcomes	3
Functions should be included	2
Vocabulary should be the focus of the teaching	2
There should be lots of repetition	2
The language should be simple	2
The emphasis should be on short sentences	2
Errors should not be corrected	1
No grammar should be taught	1
There should be very little emphasis on grammar	1
All four skills should be included	1
Speaking and listening should be emphasised	1
Reading should be emphasised	1

*Question 28* asked participants to select from a list those areas of English teaching they felt they needed to know more about. There were 165 responses and 824 entries. The responses are summarized in *Table 3.7*.

**Table 3.7: In-service training priorities**

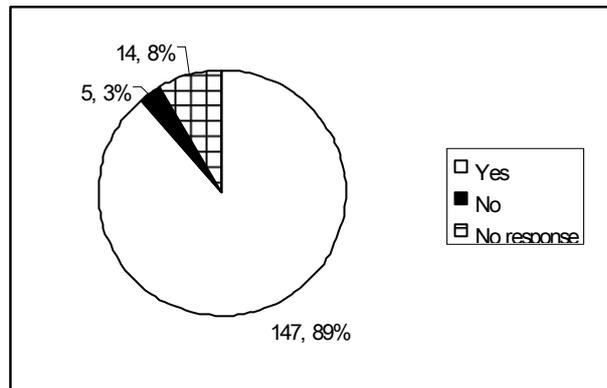
Entry	Number of entries
Tasks for reading	101
Tasks for 4 skills integrated	95
Tasks for speaking	89
Tasks for listening	79
Learning outcomes	76
Assessment (formative and summative)	75
Textbook/ materials evaluation and selection	68
Tasks for writing	66
Vocabulary	53
Methodology	41
Phonology	39
Structure (grammar)	37
Tasks for culture	2
Tasks for literature	2
Tasks for multimedia	1

*Question 29* asked participants how they decided what to teach in their English classes. They could select one or more of the following categories: *student interest*; *availability of material*; *my own interests*; *I follow a school syllabus*; *I follow a national syllabus*; *other (please specify below)*. There were 165 responses and 356 entries, none for *I follow the national syllabus* or *other* (see *Figure 3.26*).



**Figure 3.26: Reasons for decisions about what to teach in English classes**

Questions 30 and 31 related to textbook use. Respondents were first asked whether they used textbooks. Of the 152 participants who responded to this question, 147 (89%) said that they did and 5 (3%) that they did not (see *Figure 3.27*).



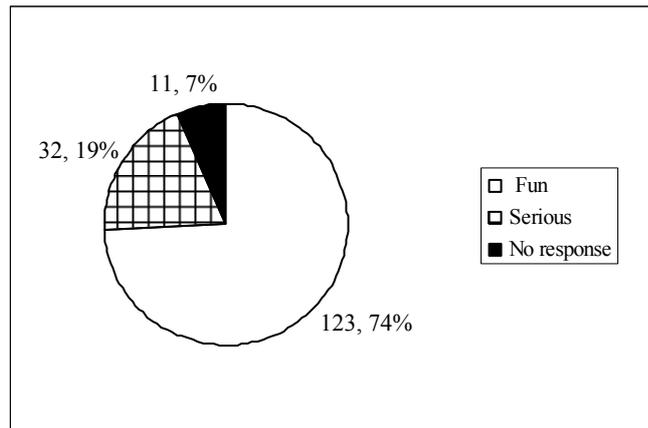
**Figure 3.27: Textbook use**

Participants were then asked to name the textbooks they used. There were 146 responses and the number of different textbook series listed was 25. What was revealed here was the fact that a very wide range of textbooks is currently in use for different grades in different schools, the majority being produced in Taiwan. A list giving the extent of use of different textbooks as indicated by respondents is attached as *Appendix 2*.

*Question 32* asked respondents to tick one box to indicate which of the following statements best described their philosophy about language teaching:

- *I believe the students should have lots of fun.*
- *I believe the students learn better if they take their lessons seriously.*

The number of responses to this question was 155. 133 (74% of all participants) selected the first statement; 32 (19% of all participants) selected the second (see *Figure 3.28*).

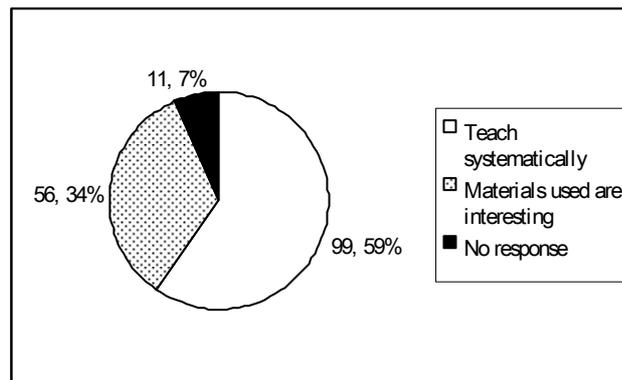


**Figure 3.28: Philosophy of English teaching**

Question 31 asked respondents to tick one box to indicate which of the following statements best described their approach to teaching English to young learners:

- *I believe it is important to teach systematically, introducing new language gradually and in a controlled way.*
- *I believe that the order in which new language is introduced doesn't matter so long as the materials used are interesting.*

Eleven (11) participants did not respond to this question. The responses are indicated in *Figure 3.29*.



**Figure 3.29: Approach to language organisation**

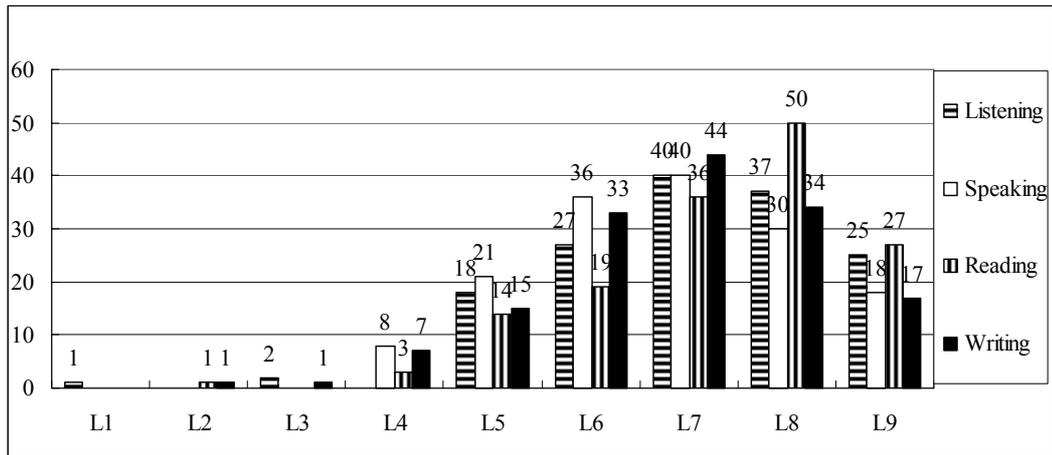
### 3.10.9 Self-assessment of own language ability

Respondents were asked (*Question 34*) to rate their own language ability in English in four skill areas (reading, writing, listening, speaking) and overall. The scale to be applied was the following (IELTS) (see *Table 3.8*).

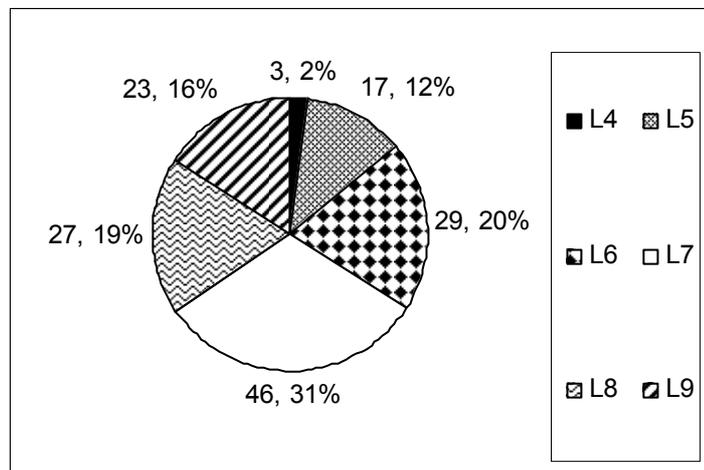
**Table 3.8: Proficiency scale to be applied to self-assessment of own language abilities**

<b>1. Non-user</b>	A few isolated words.
<b>2. Intermittent User</b>	No real communication possible except the most basic information using isolated words or short formulae in predictable situations to meet immediate needs. Great difficulty in understanding spoken and written language.
<b>3. Very Limited User</b>	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication.
<b>4. Limited User</b>	Basic competence is limited to familiar situations. Frequent problems in understanding and expression. Not able to use complex language.
<b>5. Modest User</b>	Partial command of the language, coping with overall meaning in most situations though likely to make many mistakes. Should be able to handle basic communication in familiar areas.
<b>6. Competent User</b>	Generally effective command of the language in spite of some inaccuracies, inappropriate usages and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
<b>7. Good User</b>	Has operational command of the language with occasional inaccuracies, inappropriate usages and misunderstandings in some situations. Generally understands and uses complex language well and can follow, and produce, detailed reasoning.
<b>8. Very Good User</b>	Fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usages. Misunderstandings may occur in unfamiliar situations. Handles complex, detailed argumentation well.
<b>9. Expert User</b>	Fully operational command of the language: appropriate, fluent, accurate, with complete understanding.

The self-assessment responses are indicated in *Figures 3.30* and *3.31*. These self-assessments are very high overall, with the majority falling into bands 6-9.



**Figure 3.30: Self-assessment of language ability in relation to skills**



**Figure 3.31: Self-assessment of language ability overall**

Table 3.9 gives the actual numbers in each of the four highest bands (6-9) for reading, writing, listening and speaking.

**Table 3.9: Proficiency Self-assessment – Numbers in each band in relation to skill areas**

Reading				Writing				Listening				Speaking			
L6	L7	L8	L9	L6	L7	L8	L9	L6	L7	L8	L9	L6	L7	L8	L9
19	36	50	27	33	44	34	17	27	40	37	25	36	40	30	18

Finally, participants were asked (Question 35) to add any other comments they wished to make. Just over half chose not to comment. The comments made are classified into categories in Table 3.10.

**Table 3.10: Comments made by respondents**

<b>Resources and textbooks</b>	
<b>Comment</b>	<b>Number of responses</b>
Textbooks should include more about target language culture	3
Textbooks should maintain consistency across different levels.	3
Teachers should be free to select and use textbooks that are not Ministry of Education approved. <sup>13</sup>	3
There are too many textbooks to choose from and competency indicators or benchmarks are not explicit.	3
The content of textbooks should be explicitly linked to school levels.	6
<b>Training</b>	
<b>Comment</b>	<b>Number of responses</b>
There is a lack of qualified teachers in rural areas.	6
More assistance from the Ministry of Education in relation to teacher training and support is required.	28
There is a need for a team counsellor for primary English teaching in each school.	3
<b>General</b>	
<b>Comment</b>	<b>Number of responses</b>
The Ministry of Education and government agencies should hold meetings directly with teachers.	3
There are too many 'experts' with no practical experience who are making educational decisions.	2
The school is the most important factor in improving the English programme. Local government should give schools more support; otherwise, schools will continue to lack the skills/resources to make necessary improvements.	10
The Ministry of Education should approach problem resolution for schools with reference to specific problems and their scale.	2
The Ministry of Education should provide a budget to local government for use in designing curricula and developing materials.	3
Smaller class sizes (no more than 20 students per class) would be helpful and it would be helpful if students were grouped into classes according to proficiency level.	18
We need more hours of English classes each week to improve student achievement	17
We need to introduce topics that actually interest students.	6
We should teach practical every-day language.	4
We should begin with the teaching of phonics.	7
If students are encouraged to focus only on having fun in the language classroom, they will not learn English communicatively.	4

<sup>13</sup> They are free to do this so long as their school curriculum committee approves the choice.

### 3.11 Discussion

The decision of the Taiwanese Ministry of Education that the teaching of English should be introduced in Grade 3 of primary/ elementary schooling (from 2005) has been fraught with problems, relating, in particular, to an under-supply of teachers who are qualified to teach English at primary school level. Of the 166 participants in this survey, 96% were already involved in teaching English in public primary schools although only 43% (26) claimed to have qualifications in *both* primary school teaching generally and in the teaching of English in primary schools in particular. This reflects a decision by the Taiwan Ministry of Education to provide training for members of the public who wish to teach English only in primary schools. This is a decision that has been the subject of much public debate within Taiwan since it raises questions about the extent to which those who teach English in Taiwanese primary schools are competent in both the teaching of English and in other critical aspects of primary school teaching, such as classroom management (see *Chapter 4*).

Just 46 (27%) of survey participants claimed to have a qualification relating specifically to the teaching of English, and 36% claimed not to have a degree that included a major in English. Even if it could be assumed that the training available in the teaching of English in primary schools in Taiwan is of a uniformly high standard (an issue that is pursued in *Chapter 4*), and even if it could also be assumed that those who have a degree with a major in English have a proficiency level adequate to the task of teaching English, the fact remains that many teachers in this sample are not trained in the teaching of English or do not have a degree with a major in English. Even so, only 14% of respondents believed they had an overall proficiency in English lower than band 6 (competent user) on the 9 point IELTS scale, and none that they had a proficiency level lower than band 4 (limited user). Indeed, 50 respondents (35%) placed themselves in bands 8 (very good user) or 9 (expert user).

Her (2007) conducted a C-test-based proficiency study of students in Taiwanese tertiary institutions at the point of entry to Bachelor's degrees (681 test takers) and on completion of all required courses in English within their Bachelor's degree

(297 test takers). On completion of all required English courses, the mean percentage score of those majoring in English was 15.2% and that of those minoring in English was 11.3% (with an overall range from zero to 68%). She compared these scores with the scores in the same test obtained by European students who participated in a major European proficiency survey. On completion of their Bachelor's degrees, the European students had a mean score of 53.5%. Only a few of the test takers in Her's study had also taken an IELTS test. However, a large number (295) were able to indicate their level in the General English Proficiency Test (GEPT). Those who had achieved at elementary level in the GEPT had a mean percentage C-test score of just over 18%; those who had achieved an intermediate level in the GEPT had a mean percentage C-test score of just under 28%; those who had achieved a high intermediate score in the GEPT had a mean percentage C-test score of just over 35%. This, together with the fact that the average score of Taiwanese students taking the TOEFL<sup>14</sup> is in the bottom third of the average scores for test takers from other Asian countries (Chen and Johnson, 2004), provides some support for my belief that many of the participants in my survey seriously overestimate their own proficiency in English, something that is likely to have an impact on the ways in which they use the language in the classroom. With this in mind, it is interesting to note that, while generally expressing confidence about their own proficiency in English, a number of those who participated in the training-focused survey reported in *Chapter 4* expressed doubts about the proficiency of others. Furthermore, the lessons recorded for analysis and discussion as part of this research project included a large number of teacher errors in the use of English (see *Chapter 5*).

It was noted in *Chapter 1* that there is considerable disquiet in Taiwan about the English language achievements of students and that this disquiet appears to be justified in view of the fact that the average score of Taiwanese students taking the TOEFL is in the bottom third of the average scores for test takers from other Asian countries (Chen & Johnson, 2004). This, together with Her's (2007) findings (reported above) raises issues about why the teachers in the sample (as well as those Taiwanese teachers included in the research on proficiency reported

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<sup>14</sup> Test of English as a Foreign Language

by Butler (2004) – see *Chapter 2*), appear, in general, to overestimate their proficiency in English. One possible explanation is the fact that, as noted in *Chapter 4* following, members of the public who wished to take part in a PSETTP program – a teacher training program run in 2004 and designed specifically for those wishing to teach English in Taiwanese primary schools - were required to achieve a specific score (regarded as being equivalent to 600 or above in TOEFL) in an English language proficiency test whose development was sponsored by the Ministry of Education. In that many of the survey participants claimed not to have a general primary teaching qualification, it is likely that they were among those who took the Ministry of Education approved proficiency test. They might, therefore, have based their estimation of their proficiency level on their performance in that test. If this is the case, it raises questions about the validity of that test. However, participants in this survey were not asked to indicate which, if any, proficiency tests they had taken and what scores they achieved in them.

Only 24 participants (under 17%) reported that they had been consulted about national policy in relation to the teaching of English to young learners and only 47 (28%) that they had been consulted about local policy. Given the low level of teacher consultation, it is not surprising that only just over half of the respondents (52% of the total sample) felt that the policy of introducing English in Grade 3 was appropriate. What is surprising, however, in view of the number of problems that have been associated with the introduction of English in elementary schools, is that almost one third of respondents (32% of the total sample) said that they would prefer an even earlier start (Grade 1 or 2), with only 7% of the total sample preferring a later one. It may be, however, that many of the respondents assumed that this question was intended to relate not to the current context in Taiwan but to a more ideal one at some point in the future.

The respondents in this survey appear to have concerns about the implementation of policies relating to the teaching of English in elementary schools, with just under 14% indicating a high level of satisfaction (the top two of five bands) with the implementation of national government policy and just over 17% indicating a high level of satisfaction with the implementation of local government policy.

This is something that should be of considerable concern to educational authorities within Taiwan.

Given what appears to have been a surprisingly low level of consultation with teachers about national policy, and given that fewer than half of the survey participants (67 respondents; 41% of the total cohort) claimed to have received any documentation about national policy from the Ministry of Education, it is perhaps not surprising that none of the respondents claimed that the national curriculum (*I follow a national syllabus*<sup>15</sup>) had any influence on their decision about what to teach in their English classes. Even so, it is surprising that fewer than 50% made reference to a school syllabus as being relevant to their decision about what to teach. A large number of respondents indicated that their decision in this area was guided by the availability of teaching materials (almost 87%) and/or student interest (70%). In connection with this, it is interesting to note that only 3 respondents claimed not to use textbooks, and that the range of textbooks used was extremely wide. Given that the materials used in Taiwan for the teaching of English are largely textbook-based (see *Chapters 4 and 5*), it is relevant to note here that over one quarter (27%) of the suggestions for improving the teaching of English to young learners called for improvement in textbook design or for the right to use materials other than textbooks.<sup>16</sup> Furthermore, a number of respondents (18) took the opportunity, in responding to the final question, to refer to problems relating to textbooks. It was partly for this reason that a decision was made to include a focus on textbooks in the questionnaire and semi-structured interviews relating to teacher education (see *Chapter 4*) and to incorporate criterion-referenced textbook evaluation into the research programme (see *Chapter 5*).

Important issues for teachers of English in Taiwan are class size and the number of teaching sessions available to learners. Questionnaire responses indicate that the number of sessions of English available to students each week vary widely

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<sup>15</sup> Note that the terms 'syllabus' and 'curriculum' are generally used interchangeably in Taiwan.

<sup>16</sup> Teachers already have the right to select textbooks other than those approved by the Ministry of Education so long as their school curriculum committee agrees. They also, with the approval of their school curriculum committee, have the right to use other types of resource.

even within the same grades so that, for example, a student in Grade 1 might receive anywhere between one and four sessions of English each week. Furthermore, almost half of those involved in the survey indicated that they believed that learners would benefit from having more English classes, particularly in Grades 3 – 6. This may indicate frustration in relation to what teachers and learners are currently able to achieve in the time available, a situation that is likely to be exacerbated by class sizes, which respondents reported varied from fewer than 20 students to between 21 and 45 students, with most classes having between 21 and 40 students.

It has already been noted that over a quarter of suggestions for improving the teaching of English to young learners related to teaching materials. The next most popular responses related to the need for more high quality in-service training (18 respondents), a reduction in the number of different classes taught by the same teacher (18 responses), and grouping of learners in terms of proficiency levels (13 responses). In-service training provision and issues relating to learner proficiency are explored in more detail in *Chapter 4*.

The most commonly selected areas in which respondents would like further in-service training related to tasks (reading tasks (101 responses), integrated skills tasks (95 responses), speaking tasks (89 responses), listening tasks (79 responses); and writing tasks (66 responses)). Over half of the respondents indicated that they would appreciate in-service provision in the area of assessment and almost half that they would like assistance with the evaluation of materials. Each of these issues is addressed in more detail in *Chapter 4*.

Almost half (45%) of the participants in the survey reported that they believed that the teaching of English was not an important part of their school's curriculum, the reasons given including the lack of qualified teachers (11 respondents), the lack of appropriate equipment (9 respondents), inadequate preparation time (4 respondents), and too little teaching/ learning time (3 respondents).

The Taiwan Ministry of Education curriculum guidelines for English recommend the use of communicative methodologies (Her, 2007). In spite of this, not all of the survey participants claimed to use communicative methodologies (103 did), and only 85 participants (51%) responded to a request to list what they considered to be the three most important characteristics of a communicative approach. Issues relating to communicative language teaching are further explored in *Chapter 4*.

When asked to indicate which two statements best reflected their philosophy of English teaching, 74% of participants selected a statement in which it was claimed that students learn better when they are having fun and 19% selected one that claimed that they learn better when they take their lessons seriously. However, the fact that 7% of participants did not respond to this question may be a reflection of the fact that there was some resistance to selecting only one of the two statements. Even so, the response pattern appears to indicate that attitudes towards the teaching of English have changed (becoming less focused on rote learning) in recent years. In spite of this, the lessons analysed in *Chapter 6* suggest that teachers may be having difficulty in putting their philosophy into practice.

In response to a request that they indicate which one of two statements best reflects their approach to teaching English to young learners, 59% indicated that they believed that it was more important to teach systematically and 34% indicated that they believed that it was more important that materials should be interesting. Once again, the non-response rate (again 7%) may indicate some reluctance to select only one of the two alternatives provided. However, the fact that 34% selected a statement that referred to the fact that the order in which new language is introduced is unimportant<sup>17</sup> may suggest that some of the participants lack faith in their capacity to introduce language in a systematic way at the same time as providing opportunities for freer practice and/or that they underestimate the difficulties that young learners are likely to experience in a context in which systematicity is abandoned altogether.

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<sup>17</sup> I believe that the order in which new language is introduced doesn't matter so long as the materials used are interesting.

It is clear from the responses to this survey that a number of teachers of English in primary schools in Taiwan have not received training in the teaching of English to young learners. What is not clear is whether those who have received such training are better equipped, or perceive themselves to be better equipped, to teach English than those who have. This is something that is focused on in *Chapter 4*, which reports on the responses of a small sample of Taiwanese teachers of English to their pre-service and in-service training experiences.

## Chapter 4

### **Teachers of English in Taiwanese primary schools reflect on their pre-service and in-service training**

#### **4.1 Introduction**

In this chapter, I report on the responses of a sample of teachers in primary/elementary schools in Taiwan to a survey (based on a written questionnaire and semi-structured interview) relating to their experiences of pre-service and in-service training in the teaching of English. Following discussion of the background to this aspect of the research (4.2), there is a review of selected literature on the training of teachers of English (4.3). The survey is then discussed (4.4) and the data derived from the survey as they relate to pre-service courses (4.5) and in-service provision (4.6) are presented. Finally, the data are discussed, with reference, in particular, to the review of selected literature (4.7). The research reported here is intended to supplement and complement a number of earlier studies, those, in particular of Chen and Liaw (2001), Chu (2000 & 2006), Chiu and He (2004), Hsieh (2004), Lou (2003), Shih, Yeh and Chang (2000), Shih (2001a).

#### **4.2 Background**

In order to fully implement its policy of introducing the teaching of English at Grade 3 of primary schooling (when children are age 9 on average), the Taiwanese government needs to increase the pool of those qualified to teach English to young learners. To determine how successful Taiwan has been in providing appropriate training for teachers of English in primary schools, it would be necessary to conduct a full review of current training requirements and training provisions. This is something that would require Ministry of Education support and a high level of funding. Even so, indicative studies can have a value in setting the agenda for more comprehensive research. I therefore decided to conduct a survey that, although limited in scope, could, particularly when supplemented by criterion-referenced lesson evaluation (see *Chapter 6*), provide an indication of

the effectiveness of the training programmes available to teachers of English in Taiwan.

Since it was not possible to gain direct access to training programmes in order to observe how they operate in practice,<sup>18</sup> and since it is often difficult, or even impossible, to determine the actual content of these programmes from the course titles and contents summaries that are publicly available, a decision was made to conduct a questionnaire-based survey of a sample of teachers of English at primary/ elementary school level followed by semi-structured telephone interviews whose aim was to gain a more in-depth understanding of the questionnaire responses. The questionnaire and semi-structured interviews focused on the nature of the pre- and in-service training that these teachers had experienced and their views about that training. It is important to note, however, as Johnson (1995) observes, that “[the] theoretical beliefs that teachers hold about learning and teaching are [an] important aspect of [their] frames of reference” (p.33). This, together with a range of other factors, including difficulty of recall and lack of full awareness of alternatives, means that the teachers’ perceptions of the effectiveness of the training programmes they have experienced must be treated with caution: they do not necessarily provide an adequate representation of their content or quality. Nevertheless, teacher perception is an important aspect of programme evaluation and something that should be taken seriously.

There has been much discussion in Taiwan about the problems associated with the overall lack of qualified teachers of English at primary school level (see for example Butler, 2004; Hsieh, 2004; Yeh, 2003). The following newspaper headlines are typical of those that appeared in the Taiwanese press following two major policy changes (the decision to introduce English in Grade 5 (2001), and the decision to introduce it in Grade 3 (2003) :

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<sup>18</sup> One exception to this is the training programme in which I am myself involved. However, quite apart from the fact that there seemed little point in directly reviewing the content of a single programme, there would have been ethical issues associated with the discussion of the work of myself and my colleagues in a way that would, inevitably, have led some readers to identify the institution involved.

### 國小英語教師荒嚴重

A serious shortage of primary school English teachers (聯合晚報 United News, 2001, December 19)

### 國小英語師資約五成不夠專業

Fifty percent of primary school English teachers are not qualified (中國時報 China Times, 2004, July 7)

The shortage of qualified teachers and the problems associated with training are also things that have been commented on repeatedly by academics (see for example, Su, 2003; Yeh & Shih, 2000). As Chang (2005, p. 4) observes, primary school teachers of English are trained by different institutions (normal universities, teachers' colleges, and public and private universities that have established faculties, departments and graduate schools of education) and each of them has different standards. Furthermore, the public perception is that the training provided has not changed in line with the changes in policy and curriculum. This is indicated in the following headline from 中央日報 (Central Daily News) on 2001, October 19).

### 師資培育落差大準夫子巧婦難為

A big gap between teacher training and ELT curriculum reform makes it difficult for teachers-to-be to teach in real classrooms

Su (2003, pp.13-14) draws attention to the fact that a new curriculum cannot on its own lead to successful change in an educational system. What really matters is the way in which the curriculum is implemented. Thus the professional skills and commitment of teachers are fundamental to the success of the new curriculum.

In responding to the claim (see above) that fifty per cent of teachers of English in primary schools were not qualified to teach English, the Taiwan Ministry of

Education (2004, July 7) claimed that the reality was that 70% of those who teach English in primary schools were qualified to do so. This raises the issue of what counts as being qualified. There are four categories of accepted qualification to teach English in Taiwanese primary schools:

- Members of the public with a high level of English proficiency<sup>19</sup> who took a two-year *Primary School English Teacher Training Programme* (PSETTP) which was available from 1999 to 2000;
- Graduates with an English-related degree, or graduates (any degree) who have undertaken a one year graduate Certificate in teaching English at primary level;
- Primary school teachers who can demonstrate that they have a level of proficiency in English equivalent to 213 or higher on a computer-based TOEFL test or high-intermediate level of in the General English Proficiency Test (GEPT);
- Trained primary school teachers who have participated in a variety of local government English training programmes (Ministry of Education, Taiwan, 2004, July 7).

Teachers in the penultimate category are not required to undergo any training in the teaching of English. Nevertheless, they are considered to be qualified to do so. As Wu (2004) notes, there is no reason to suppose that primary teachers who meet the English language requirement will necessarily, in the absence of specific training, be competent to teach English. Furthermore, those in the final category are not required to take a proficiency test and the local government English training programmes they attend may last for no more than a single week. In addition, there is no reason to suppose that the longer training programmes that

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<sup>19</sup> What counts as a high level of proficiency is a score (claimed to be equivalent to of 600 or above in the TOEFL) in an English Language Proficiency Test, available to teachers and members of the public, introduced in 1999 and sponsored by the Ministry of Education. This test is based on based on the General English Proficiency Test (GEPT) (Department of Elementary Education, Taiwan, 2004). Teachers who cannot demonstrate a sufficiently high level of competence in English in other ways (by, for example, gaining a score of 213 or higher on a computer-based TOEFL test or high-intermediate or above in the GEPT), may take this test.

are available, or have been available in the past, necessarily meet the real needs of teachers.

A major concern is the extent to which those who run training programmes can be regarded as having the necessary level and type of expertise to do so effectively. Many of those who teach in Taiwanese universities are highly qualified academically and many of them may also have relevant academic qualifications in education and/or applied linguistics. On the other hand, since there is no requirement that those who run training programmes have specific types of qualifications and experience, it is unlikely that all of them have the types of qualifications, teaching experience and expertise as trainers that would withstand careful scrutiny. Certainly, there is no guarantee that those who deliver these programmes have themselves taught English to young learners. There is little point in training programmes unless there is evidence that the trainers are themselves appropriately qualified and experienced and that the programmes are adequate. Otherwise, it is impossible to avoid the conclusion that the emphasis is on the provision of training rather than on the quality of the training provided. This, combined with the fact that teachers may not have a level of proficiency in English that is sufficient to the appropriate delivery of the curriculum, raises questions about accountability. If teachers meet all of the requirements for teaching English in primary schools but are unable to do so effectively, the responsibility must rest with those who establish and monitor the requirements rather than the teachers themselves.

In addition to, or as an alternative to attending pre-service training courses, a large number of teachers of English in Taiwanese primary schools attend in-service courses offered by a range of providers, including local government, teachers' colleges, private training institutions and textbook publishers. These in-service courses vary widely in terms of both content and quality. However, in that these courses play a part in the training of teachers, it is important to include them in any discussion of the training provided.

### **4.3 Review of selected literature on the training of teachers of English**

#### **4.3.1 Literature relating to the effectiveness of specific training programmes in Taiwan**

Chiu and He (2004) explored, through classroom observation and face-to-face interview, the different beliefs in relation to the teaching of English to young learners in primary school of one homeroom teacher and one specialist English teacher. In line with a proposal by Duke (1987), six different aspects of their teaching practice were observed and analysed: *planning, instruction, classroom management, progress monitoring, clinical assistance, and care giving*. Although the homeroom teacher had less confidence in her teaching of English, she was found to have better classroom management skills, to monitor the progress of her students more closely, and to take greater responsibility for their learning. She also had fewer difficulties in caring for the students and in using appropriate teaching aids.

Hsieh (2004) conducted a questionnaire-based survey of the learning and practices of 15 trainees at the end of an internship involving teaching English for a 30 minute morning session for one semester to 3<sup>rd</sup> and 4<sup>th</sup> grade students. The internship was found to have a positive impact on classroom management and lesson timing and, generally, on putting theory into practice.

Chu (2000) conducted a study of the attitudes towards communicative language teaching of 34 prospective English teachers with a high level of proficiency in English before and after the six week (120 hour) methodology component<sup>20</sup> of a pre-service training programme for teachers of young learners of English held at National Kaohsiung First University of Science and Technology. The results indicated that although attitudes did change, with trainees being more positive about communicative language teaching at the end of this part of the programme, traditional beliefs about teaching were still in evidence, with methods such as the audio-lingual method (in which there is an emphasis on structure drilling)

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<sup>20</sup> following the guidelines set up by the Ministry of Education

continuing to be highly favoured. Furthermore, the trainees continued to prefer a teacher-centred approach to a learner-centred one.

Research relating to the nationwide *Primary School English Teacher Training Programme* (PSETTP) run in different institutions under the auspices of the Taiwan Ministry of Education between summer 1999 and spring 2000 has been conducted by Chen and Liaw (2001), Shih et al. (2000), Shih (2001a).

Shih et al. (2000) were charged by the Taiwan Ministry of Education with collecting feedback on the PSETTP. Using questionnaires and interviews, they conducted a survey involving 756 trainees who had attended the programme in 17 different universities. Their focus was on curriculum design, course content, teaching strategies, learning achievements, administrative support, and facilities. In general, the participants reported that they were satisfied with the overall curriculum design and content but felt that the programme was too short, lacking adequate authentic teaching practice and observation. Furthermore, trainees who had attended the programme in some institutions reported that tutors appeared to be unfamiliar with teaching techniques appropriate for young learners and also appeared to be inadequately or inappropriately qualified.

Shih (2001a) also investigated aspects of the PSETTP, using a combination of questionnaire-based survey (234 trainees) and interview (28 trainees). Questions focused on the background of trainees, their motives for joining the programme, and their career plans. Of the 234 participants in the questionnaire-based survey, 156 had had some experience of teaching English prior to joining the programme. Although more than sixty per cent of those interviewed wanted to teach in primary schools, many<sup>21</sup> chose, following the programme, to teach elsewhere (in, for example, private language institutions) because they did not want to teach subjects other than English. Some of the trainees reported that their trainers did not appear to be familiar with the learning context of primary schools or with theories and techniques relevant to the teaching of young learners. Some reported that teaching practice had not been supervised by English language teachers.

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<sup>21</sup> The percentage is not indicated in the research report.

Overall, the trainees felt that they were not given appropriate guidance and assistance in English language teaching. One part of the questionnaire focused on definitions of language, language learning, language teaching and teaching materials. Following training, interviewees appeared to be more aware of language as a complex system (as opposed to a simple system made up of sounds, words and grammar), less convinced of the value of drilling and memorisation, and less convinced that language skills needed to be sequenced, with listening and speaking preceding reading and writing.

Chen & Liaw (2001) conducted a questionnaire-based survey of 57 participants in a PSETTP training programme conducted at Tunghai University from fall 2000 to spring 2001, the overall aim being to explore ways in which the programme affected the beliefs of the trainees and their actual classroom practices. At the end of the programme, trainees were more aware of the complexity of language as a system and less convinced of the value of drilling and memorisation and of the need to focus exclusively on listening and speaking before introducing reading and writing..

Lou (2003) conducted a study relating to a four-year primary EFL pre-service teacher training programme established in a teachers' college in 2000. A combination of interviews and analysis of trainee journals was used to investigate the perspectives of trainees (both those who had not taught before the programme and those who had) on the nature and content of the programme. Both pre-service and practicing teachers reported that they felt that theory and practice were not adequately integrated in the program and both groups were also uncertain about the value of formal training in contributing to their teaching practice. Those with teaching experience emphasised the value of experiential learning in the construction of teacher knowledge; those without teaching experience emphasised the value of the practical application of theoretical knowledge.

Chu (2006) investigated the perceptions of 87 trainees attending a TEFL programme in a private teachers' college and 67 trainees attending a training programme in two public training colleges in Taiwan. Both groups reported that although they believed that they had gained some valuable teaching skills, they

also believed that the programmes lacked effective integration of the courses offered and that the courses themselves lacked variety.

Using a self-evaluation questionnaire, Bulter (2004) asked EFL teachers in Korea, Taiwan and Japan to assess their own English language proficiency in the four skill areas and to indicate what they believed the minimum proficiency requirements were for teaching at primary school level (see also *Chapter 2*). The majority of those involved in the study indicated that they believed their own proficiency level to be below the minimum desirable level.

#### **4.3.2 Literature relating to training programmes more generally**

My aim in this section is to review a selection of literature on the training of English teachers in order to identify what programme characteristics are considered important in the promotion of effective English language teaching.

Widdowson (1984, p.88), following a discussion in which he focuses on the need for trainers to continually re-evaluate the interaction between theory and practice, outlines the task of the language teacher trainer in the following terms: “[Teacher trainers are responsible for] representing teaching as a challenging intellectual enterprise, an investigation into ways of thinking and social behaviour. Practical, yes, but theoretical, too, and stimulating precisely because of the complex relationship between theory and practice.”

In commenting on the pre-service training of teachers of foreign languages, Rausch (2001, p.1) focuses on what he believes to be a number of critical aspects of that training:

Pre-service teacher education and training determines not just the quality of future in-service teachers, but also the character of education as a whole. Teaching a foreign language is difficult, demanding training which addresses *pedagogical understanding, target language grammatical knowledge, oral proficiency, and target culture awareness* [emphasis added].

Ur (2001, p. 8) notes that although pre-service courses, however good, “cannot normally produce fully competent practitioners who can immediately vie with their experienced colleagues in expertise”, in the absence of effective pre-service courses, teachers are likely to perpetuate the way in which they were taught or the way in which colleagues teach, having “little opportunity to encounter new ideas, to benefit from progress made in the field by other professionals, researchers and thinkers, or to develop personal theories of action through systematic study and experiment”. She believes that an important aspect of pre-service training is “to lay the seeds of further development”. Thus, “the course should be seen as the beginning of a process, not a complete process in itself: participants should be encouraged to develop habits of learning that will carry through into practice and continue for their entire professional lives”.

According to Murdoch (1994, p.253), high proficiency in the target language is often “the most valued aspect of a non-native teacher’s competence” and Cullen (1994, p. 164) notes that teachers need to “improve their own command of the language so that they can use it more fluently and . . . confidently in the classroom” in order to teach English communicatively. Thus, the language improvement component of teacher training courses should be “specifically linked to the kind of language the teachers will need to use in the classroom, e.g. for giving instructions [and] eliciting ideas and suggestions from the students” (p. 163). More recently, Cullen (2001) has repeated his earlier emphasis on the value of competence and confidence in using English in the classroom, arguing that it is the most important skill for English teachers all over the world but that it is often neglected in pre-service and in-service training courses. He has suggested using videos and lesson transcripts to “develop awareness of, and promote competence in the language needed for various types of classroom activity such as eliciting ideas and contributions from the students, giving instructions, explaining, giving feedback and dealing with errors” (p. 27).

For Shrum and Glisan (1994, p. 61), the training of teachers of foreign languages in primary schools must involve “[acquisition of] proficiency in [the] foreign language” as well as “expertise in integrating language instruction into their curricula”. For Strevens (1976, p. 73), it must involve three basic components: a

theory component, an information component, and a skill component. For Yeh (2003, p. 435), the preparation of teachers to teach English to young learners should, in line with recommendations made by Richards (1998), include teaching theory, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision-making skills, and contextual knowledge.

Shih (2001a, p. 90), with particular reference to the training of teachers to deliver English language programmes in primary schools in Taiwan, argues for the inclusion of both language training and teaching methodology, noting in particular that teachers need not only to understand what is meant by ‘communicative language teaching’ (given its significance within the Taiwanese curriculum) but also need to develop sufficient oral proficiency in English to apply the principles and techniques associated with communicative language teaching in their classrooms. She adds that “[a] good pre-service TESOL methodology program should provide trainees with a good foundation in English language teaching theory and practice and develop their teaching skills”.

Butler (2003, p. 5), discussing the preparation of teachers of English in Taiwan, Korea and Japan, argues for the importance of each of the following:

- proficiency-based qualifications (e.g., knowledge about English and the ability to use such knowledge);
- knowledge-based qualifications (e.g., knowledge of language acquisition, linguistic theory, and English speaking societies and cultures);
- pedagogical qualifications (e.g., skills in employing various pedagogical methodologies and classroom management skills, including the ability to develop curriculum and lesson plans as well as the ability to deliver lessons effectively in class);
- personal and interpersonal-based qualifications (e.g., friendly personality, flexibility and knowledge about students such as knowledge of their strengths and weaknesses in learning and their learning habits ).

Snow, Kamhi-Stein and Briton (2006, pp. 262-264) emphasise the importance not only of including personal proficiency development and methodological awareness in training programmes, but also of giving careful consideration to culturally appropriate approaches to teaching. For Shulman (1986), including knowledge and understanding of learners and learner characteristics and of the educational contexts in which learners are operating are also important.

Wallace (1993, pp. 6-13) outlines three main models of teacher training and other professional education:

- *the craft model*, in which trainee teachers' professional competence is developed through study with an experienced practitioner, competence being achieved through instruction by experts and imitation of demonstration by experts;
- *the applied science model*, where trainees are introduced to research-based findings and encouraged to put these into practice;
- *the reflective model*, which encourages pre-service or practicing teachers to engage in a continuing cycle of practice and reflection, involving both what they have learned from others and what they can learn from their own experience.

According to Wallace, a problem associated with the craft model is the fact it is likely to be static, with trainees learning pedagogical skills and techniques as a pre-existing body of knowledge derived from master teachers whereas, in the case of the applied science model, the separation of research and practice is problematic (Wallace, 1993, p.16). He therefore recommends the reflective model, a compromise which "gives due weight both to experience and to the scientific basis of the profession" (p. 17). It is important, however, to bear in mind that the reflective model, at its best, incorporates aspects of the other two models.

Richards (1996, pp.4-12) outlines two teacher preparation approaches: the micro-approach and the macro-approach. According to Richards, the micro-approach emphasises the observable and quantifiable (such as, for example, the amount of teacher talk, questioning techniques, types of classroom tasks), whereas the

macro-approach is holistic, focusing on the teacher's ability to make judgments and inferences such as "how the interactions between and among teachers, learners and classroom tasks affect learning" (p.9). Richards states that although "both approaches can be used to develop theories of effective teaching and to derive principles for teacher education", "they lead in different directions" (p.4). In fact, however, there is no reason to suppose that both cannot be adequately combined in teacher education programmes.

Cunningsworth (1979, p. 31), Brumfit and Rossner (1982, p. 229) and Hutchinson and Waters (1987, p. 97) have all stressed the importance of teachers being able to evaluate teaching materials in relation to the teaching-learning context and their teaching purposes. This is also something that is considered to be important in Taiwan (Shih & Chu, 1999, p.5; Yeh, 2005) where primary school teachers are often responsible for selecting teaching materials and textbooks. In addition to being trained to evaluate and adapt textbooks, Shih and Chu (1999) argue that the training of primary school English teachers should include proficiency development (including accurate pronunciation), language acquisition theory and practice, teaching methods, activity design and classroom management skills.

It is important to emphasise here the significance attached by a number of writers on teacher education, including, for example, Richards (1996, p.15), to the inclusion of teaching observation and teaching practice and adequate discussion of this observation and practice. Richards not only insists on the value of teaching practice and teaching observation (and discussion of the teaching of self and others), but also notes the important role that micro-teaching, teaching simulations and case studies can play in training, highlighting the potential advantages of teaching assistantships, workshops and mini-courses.

#### **4.4 Researching the views of teachers on the training programmes they have experienced**

The research programme reported here involved designing and conducting a questionnaire-based survey supplemented by semi-structured interviews. The questionnaire used is included as *Appendix 3: Questionnaire relating to teacher training*. The questions around which the semi-structured interviews were

focused are indicated in italics in *Appendix 4: Focus questions – Semi structured interviews about teacher training*.

In deciding to combine questionnaire-based data with the data collected during semi-structured interviews, I took into consideration the observation made by Borg (2006, p.7) that the results of a study by Peacock (2001) may tell us more about the limitations of questionnaires than about the impact of teacher education in cognition (see *Chapter 2*). I also took into consideration the observation by Spada and Massey (1992, p. 27) that teachers involved in their study had difficulty in recalling what courses they had taken and what was covered in these courses (see *Chapter 2*). I therefore decided to construct the questionnaire in a way that I hoped would help to activate the teachers' recall. Thus, instead of asking what was included in specific courses, I asked whether specific things had been included (e.g., whether advice about coping with classes that included learners with different proficiency levels had been included). I then attempted in follow-up semi-structured interviews to encourage the teachers to expand on their questionnaire responses.

The types of interview that have been used in the context of teacher cognition research vary in relation to the extent to which they are structured. The interviews conducted in this part of the research project can be described as semi-structured in that they included a number of focus questions. These focus questions were related to the teachers' responses to questions included in a self-completion questionnaire. Thus, for example, if a teacher indicated in a questionnaire response that her pre-service programme had included advice about responding to different learning styles, she was asked in the interview to indicate what sort of advice had been given. If, on the other hand, a teacher had indicated that her pre-service programme had not included advice about responding to different learning styles, she was asked in the interview if she had anything to add to her response. Responses to these focus questions often led to further probing. The teachers were also urged, at the end of the interview, to raise any issues that they wanted to discuss in the general area of language teacher education. My decision to include interview extracts with prompts (translated into English) as an appendix to this chapter was motivated by the observation by Borg (2006, p, 207) that there is a

tendency not to provide readers with this sort of information, information that can be valuable in providing readers with a way of determining the manner in which interviews were conducted. I also decided, however, not to include copies of sound recordings of the interviews. Even though it would have been possible to delete any sections where participant names were used, it might nevertheless have been possible, within Taiwan, for people to identify one or more of the participants on the basis of their voices, something that would have led to violation of the right to privacy guaranteed to participants.

#### **4.4.1 Research ethics**

Research participants were advised that their names would not be revealed to anyone other than the researcher and her supervisors and that the research would be reported in a way that could not lead to their identification. They were also advised of the overall aims of this part of the research programme and told that they could withdraw from participation at any stage up to the end of the recording of the semi-structured interview.

#### **4.4.2 The research instruments**

The questionnaire was developed on the basis of the critical literature review above, responses to the questionnaire-based survey reported in *Chapter 3*, and my own experience (as a teacher trainer) of the training needs of primary school teachers of English in Taiwan. The main aims of the survey were to determine what qualifications and teaching experience participants had, what training in the teaching of English they had undergone, what was included in that training and how useful they considered the training to have been. It consisted of two parts. The first part, including four questions, related to qualifications and experience; the second part included 32 questions, some with more than one part. This part related to the content of any training (both pre-service and in-service) in the teaching of English participants had had. All of the questions were closed.

A draft of the questionnaire was developed and trialled. Three teachers of English in Taiwanese primary schools were involved in the trialling of the questionnaire. They were asked to attempt to complete it and to comment on the time it took and any problems they experienced. As a result of their feedback, a revised version of

the questionnaire was produced in which some of the terminology used in the original version was simplified and in which questions about qualifications and training were expressed more clearly.

The interviews conducted as part of the research reported here can be described as semi-structured. Although they included a number of focus questions (see *Appendix 4*) that related to questions included in a self-completion questionnaire that had already been completed by the participants, these questions were not presented in any particular order, often being included where they were relevant to the teachers' own discourse. One of the questions was scenario-based: participants were given an extract from a dialogue included in a textbook that is widely used in Taiwan and asked how they would explain the meaning of language included in that dialogue. Most of the other questions were individualised to the extent that they related to each teacher's answer to a number of the questions included in the questionnaire. Thus, for example, a teacher who had answered *yes* to a question about whether the pre-service course in which she had participated included advice about responding to different learning styles would be asked in the interview to indicate what sort of advice had been given; a teacher who had indicated that no advice of this type had been given would be asked if she had anything to add to her response. The teachers were also urged to raise any issues that they wanted to discuss in the general area of language teacher education.

The overall aim of the semi-structured interviews was to follow up on the information that participants provided in their questionnaire responses, gaining further information and opinion. Thus, the semi-structured interview, conducted by telephone, provided a useful means of "checking out the consistency" of the data obtained from the questionnaire responses (Patton, 1990, p. 464) and of yielding additional or revised information (Punch, 2005, p. 174), "[enabling] the interviewer to clarify topics or questions and to ask respondents to extend, elaborate, add to, provide detail for, clarify or qualify their response, thereby addressing richness, depth of response, comprehensiveness and honesty . . . some of the hallmarks of successful interviewing" (Cohen, Manion & Morrison, 2004, p. 278).

#### **4.4.3 The research participants: Making contact**

Email messages were sent to teachers and teaching college staff who are known to the researcher. These messages outlined the aims and nature of the study and asked whether the recipients (or primary school teachers of English known to them) might be willing to take part in the research. Twenty three possible participants were identified in this way. In each case, the potential participants were contacted by telephone. The aims and nature of the research were outlined. It was explained that participation was entirely voluntary and that the identity of participants would not be revealed in the reporting of the research. Of the 23 who initially indicated that they might be willing to participate, 4 indicated at this stage that they were too busy, 6 that they believed that they had nothing of interest to share about their training experiences, and 3 that they did not believe that their proficiency in English was adequate to the task of completing a questionnaire in English.<sup>22</sup> This left 10 participants. All of them were homeroom primary school teachers with responsibility for teaching English who had had some training in the teaching of English.

#### **4.4.4 Completion of the questionnaires and conduct of the semi-structured interviews**

The questionnaire provided a foundation for the follow-up telephone interviews. These interviews were semi-structured. Although they were based on the questions indicated in *Appendix 4*, they were not confined to them, and participants were encouraged to introduce and explore any topics they considered to be relevant. All of the interviews were conducted in Chinese and recorded and transcribed (with transcriptions then being translated into English). The use of Chinese, the language in which all of the interviewees could communicate most comfortably, had the effect of putting the interviewees at their ease and increased their capacity to communicate more in-depth information and opinion. It was decided to conduct interviews by telephone, “an important method of data collection [that] is common practice in survey research” (Cohen, Manion &

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<sup>22</sup> This part of the research was conducted towards the end programme. It was considered, at that time, that there was insufficient time to translate the questionnaire into Mandarin. However, respondents were urged to discuss any aspects of the questionnaire that they found difficult to interpret during the later telephone interview. In the event, none of the 10 participants indicated that they had had difficulty in interpreting any aspect of the questionnaire.

Morrison, 2004, pp. 290-291), because the cost of travelling from New Zealand to Taiwan and then travelling to different parts of Taiwan was prohibitive.

#### **4.5 Introducing the data relating to pre-service programmes**

All of the participants in this survey had taught English in Taiwanese primary schools for between two and eight years at the point when the survey was conducted. Four (participants A, B, C & D) are graduates of a Primary School English Teacher Training Programme (PSETTP) (1999 – 2000); three (E, F & G) have completed a four year degree, majoring in English, that included training in primary school teaching, one component of which was the teaching of English. Two (H & I) are graduates who majored in English and have completed a primary level teaching Certificate that included a component on teaching English. One (J) is a graduate who majored in English and who has completed a local government training programme in the teaching of English (lasting for one week).

##### **4.5.1 Respondents who had taken part in a PSETTP training programme (1999-2000)**

Four of the participants in this survey (A, B, C and D) attended a *Primary School English Teacher Training Programme* (PSETTP). Members of the public who wished to take part in this programme, run under the auspices of the Ministry of Education from 1999-2000, were required to achieve a specific score (regarded as being equivalent to 600 or above in TOEFL) in an English language proficiency test whose development was sponsored by the Ministry of Education. The programme was run at various universities throughout Taiwan, subject to the availability of facilities and faculty members. On successful completion of the two year programme, participants were certified as primary EFL teachers. They were then able to follow a one-year 40-credit Primary School Education Programme at a teachers' college of their choice, the aim of this programme being to equip them with the professional knowledge and skills required to teach other subjects offered in primary schools.

The PSETTP consisted of two sub-programmes – an English language skills programme and an ELT methodology programme. The English language skills programme involved 240 hours of tuition; the ELT methodology programme

involved only 120 hours of tuition. The basic content outline for each of these parts of the programme is outlined in *Tables 4.1* and *4.2* below (Shih, 2001a, pp. 91-93):

**Table 4.1: The English Language Skills Programme**

<b>Course Titles</b>	<b>Focus/Topics</b>	<b>Hours</b>
Pronunciation Practice	awareness of place and manner of articulation; practice of consonants, vowels, stress, intonation, rhythm, and reading aloud	48
Pattern Practice	mechanical drills, meaningful pattern practice, and communicative activities	48
Conversation	practice of diverse topics and expressions associated with daily conversation; prepared discussion; improvised presentation; communication skills	48
Listening Practice	development of listening strategies; listening to authentic materials; task-oriented activities	48
Reading & Writing	development of reading strategies, intensive & extensive reading; mechanics and basic techniques in paragraph writing and composition writing	48
Total		240

The English skills programme (see *Table 4.1*) appears to relate largely to personal proficiency development. There is, however, no indication of what the overall aims of the programme are in terms, for example, of expected proficiency gains. Nor is there any indication of whether there should be a link between the methodologies employed in this part of the programme and those taught in the methodology part. No specific reference is made to the inclusion of the type of language that is likely to be required in teaching English to young learners in relation to the national curriculum. Overall, this part of the curriculum is presented in a way that gives very little specific guidance to providers.

**Table 4.2: The ELT Methodology Programme**

<b>Course Titles</b>	<b>Focus/Topics</b>	<b>Hours</b>
Teaching Methods and Materials for Primary School English	teaching methods (TPR, silent way, audio-lingual approach, communicative approach, etc.); theories and techniques relating to the teaching of language form and language skills; materials evaluation & selection	28
Teaching Observation and Teaching Practice	observation of classroom teaching & video watching; writing lesson plans; developing presentation skills; teaching practice	36
Child Foreign Language Acquisition	introduction to theories of child foreign language acquisition; application of language acquisition theory to teaching English to young learners	12
Teaching Methods for English Pronunciation	methods & techniques for teaching segmentals (consonants & vowels) and supra-segmentals (stress, intonation & rhythm), and phonics	8
Design of Teaching Activities	activity design for motivating learners and for teaching vocabulary, grammar, listening, speaking, reading, and writing	14
Language Testing & Evaluation	principles of testing & evaluation; different modes of assessing students' progress and achievement; techniques in developing & designing tests	16
Teaching through Songs & Rhymes	methods and techniques for teaching songs, chants and rhymes	6
Total		120

There is no reference in the methodology part of the programme to classroom management. Although this omission that may be attributable to the fact that participants were required to follow a one year Primary School Education Programme on completion of the PSETTP, it is difficult to see how they could be expected to engage in teaching practice without any prior guidance on classroom management. Furthermore, although 12 hours of child foreign language development is included, there appears to be nothing on child development more generally. No specific reference is made to knowledge and understanding of English-speaking societies and cultures or to pedagogically-oriented language analysis. What is referred to as 'the communicative approach' is listed alongside specific methodologies such as 'total physical response' (TPR), although TPR is one of many methodologies that can be applied within the context of communicative approaches. Furthermore, it is unclear why, given the wide range

of methodologies that can be used in language teaching, the 'silent way' has been singled out for special mention. Although *teaching observation* and *teaching practice* are both included, there is no specification as to how either should be conducted. Under the heading of *Design for Teaching Activities*, reference is made to designing activities for teaching vocabulary, grammar, listening, speaking, reading, and writing (14 hours). However, no specific reference is made to the development of strategies for introducing new language, checking understanding, correcting errors or integrating new and existing language. Nor is there any specific reference to strategies for coping with students with different proficiency levels and/or learning style preferences. It would appear, therefore, that there was considerable scope for programme providers to interpret the programme outline in a variety of different ways.

#### **4.5.1.1 Responses relating to components of the PSETTP (excluding teaching observation and teaching practice)**

The four respondents who had taken a PSETTP programme (A, B, C, and D) had taught English at primary school level for 6, 5, 4 and 8 years respectively at the time of the survey. All four were required, as a condition of entry to the PSETTP, to achieve, in the Ministry of Education proficiency test, a level equivalent to 600 or above on the TOEFL.

*Table 4.3* indicates (with a tick ✓) those areas (with the exception of teaching observation and teaching practice) which participants claimed in their questionnaire responses were covered in their pre-service training course. Where participants qualified one of their questionnaire responses during the telephone interview, or where discussion during the interview raised significant doubt about a questionnaire response, an asterisk (\*) precedes that response in the table.

**Table 4.3:** Areas (apart from teaching observation and teaching practice) that respondents A, B, C & D claimed were covered in their PSETT programme

Area	A	B	C	D
How children learn foreign languages	✓	✓	✓	✓
Curriculum and syllabus design	✓	✓		✓
Teaching methodologies	✓	✓	✓	✓
Designing English teaching materials	✓	✓	✓	✓
Linguistics (analysing English)		✓		✓
Assessment	✓	*✓	*✓	✓
Teaching pronunciation	*✓	✓		*✓
Reading and writing			*✓	
Four skills taught in an integrated way				
Advice about coping with different levels of proficiency	✓			*✓
Advice about coping with different learning styles	✓			
Advice about correcting learner errors	✓			✓
Advice about concept checking				*✓
Advice about lesson staging/ sequencing		*✓		
Advice about setting up and timing activities	✓	✓		*✓
Advice about pace of language classes	*✓			
Advice about classroom language	*✓			*✓
Advice about analysing English in terms of meaning and form				
Advice about teaching full forms and contracted forms				
Advice about how to teach the difference between past simple and past progressive				
Advice about classroom management	✓		✓	✓
Advice about adapting tasks for students with different levels of proficiency	*✓			*✓
Advice about selecting textbooks				✓
Advice about using textbooks				
Advice about how to teach the meaning of new language introduced in a mini-dialogue				
Advice about how to teach the meaning of new words and phrases such as <i>hurry up</i> and <i>sorry</i>				
Proficiency development (yours)				
Arrangements made for course follow-up				

The table above provides a snapshot of the responses of the four participants who had taken a PSEPPT course to questions (excluding questions about teaching

observation and teaching practice) included in the questionnaire that related to the content of their training programme. These responses suggest that, with some notable exceptions, many of the areas that would generally be considered to be of importance were covered. Of course, we are relying on what respondents remember about the courses in which they participated. The fact that a particular area is not recorded as having been included in a course is no guarantee that it was not. Nor is the fact that a particular area is recorded as having been included in a course any guarantee in terms of the quality of the actual content. For these reasons, it is important to be cautious about reaching any firm conclusions on the basis of the questionnaire data alone. Even so, the responses suggest that there may have been some significant omissions. It appears, for example, that none of the courses included advice about dealing with the relationship between full forms and contracted forms although this is something that teachers of English at beginner level need to be aware of as a potential area of difficulty. It also appears that at least two of the courses provided no advice on coping with a situation in which learners have different backgrounds in English and, therefore, different proficiency levels. This is, however, a problem that the vast majority of teachers of English in Taiwanese primary schools face on a daily basis. It also appears that only one of the courses included advice about selecting textbooks and none of them included advice about using textbooks in spite of the fact that textbooks are such a significant factor in the teaching of English in Taiwanese schools.

Although the major component of the PSETTP was an English language skills programme (see *Table 4.1* above), none of the four survey participants who took part in a PSEPPT appears to have made a connection between this part of the programme and personal English language proficiency development. One of the participants (D) did not respond to a question in the questionnaire about whether personal English language proficiency development had been included in their pre-service training programme, the other three (A, B & C) claimed that it had not.<sup>23</sup>

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<sup>23</sup> However, all three of them indicated during telephone interviews that they had taken a proficiency test and so there was no need for them to take any further courses in English.

The information gathered during the follow-up telephone interviews provides additional insight into respondents' views about their pre-service training programme and also raises issues about a number of their questionnaire responses.

With reference to her indication that her pre-service programme had not included a section dealing with the analysis of English, respondent A noted that since the focus in primary school English is on fluency, there is no reason why a component of this type should have been included. This response is of some concern in that it indicates a lack of any understanding of the importance of teachers' awareness of the ways in which form and meaning interact. This, together with the fact that all four teachers indicated that they had received no advice about teaching the relationship between full forms and contracted forms, suggests that what is often regarded as a critical aspect of the training of language teachers, that is, language awareness, may have been neglected in the versions of the PSETTP that these teachers attended.<sup>24</sup>

Although all four indicated that assessment had been included in their pre-service course, respondents B and C claimed in the telephone interview that the focus had been on paper and pen tests only. Three of the four respondents indicated in their questionnaire responses that teaching pronunciation was included in their pre-service programme. However, respondents A and D both observed during the telephone interview that what they had been taught about pronunciation was very theoretical and of little practical use. Although one of the four participants (C) indicated in her questionnaire response that the teaching of reading and writing had been included in her pre-service course, she observed during the telephone interview that she had not, in fact, been given any guidance on teaching reading and writing but had been introduced to a range of children's stories that could be used in the classroom *in the context of* the teaching of reading and writing.

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<sup>24</sup> Asked specifically whether they had been given advice about how to teach the difference between past simple and past progressive, all four teachers indicated that they had not. Respondents A and D indicated in the telephone interview that this is not something that is taught at primary school level and, therefore, is not something that they would have expected to be included in their pre-service course. Although it is certainly true that this is not something that features in the relevant part of the curriculum guidelines, it was hoped that its inclusion in the questionnaire might lead to discussion in the interviews about the type of language analysis that *was* included in the courses taken by participants. In the event, it did not.

Respondent B observed in the telephone interview that although reading and writing had not been included in her programme, she believed that this was because the focus of teaching English in primary schools is on listening and speaking. Even so, as indicated in *Chapter 1*, there are, in the Taiwanese curriculum guidelines for English, eleven entries relating to reading skills at elementary school level and seven entries relating to writing skills. The reading skills entries include “to be able to read simple sentences” and “to be able to understand the format of English writing, such as spacing, capitalization, including appropriate punctuation at the end of sentences, and left to right and top to bottom movement”; the writing skills entries include “to be able to write simple sentences in English writing format” (Her, 2007, p. 116).

Although the questionnaire responses of two of the two four PSETTP graduates (A & D) indicated that they had been given advice on coping with students of different proficiency levels, one of them (D) noted during the telephone interview that the advice that had been given was of no real practical use, emphasising remedial work only.

Although only respondent (A) claimed to have been given information and advice about different learning styles in her questionnaire response, respondent C observed during the telephone interview that there had been some discussion of multiple intelligences. She was, however, unable to indicate how, or whether, this discussion was related to actual teaching practice.

So far as the correction of learner errors is concerned, only respondents A and D indicated in their questionnaire responses that this had been included in their programme. Respondent D expanded on this during the telephone interview, noting that the advice trainees had been given was that they should focus on fluency, avoiding correcting errors directly but reformulating incorrect utterances where there was an opportunity to do so without disrupting communication.

Even after the meaning of ‘concept checking’ had been explained during telephone interviews, only one of the four PSETTP graduates claimed that this

had been included in the programme. However, further discussion suggested that there may, in fact, have been no real focus on concept checking: the only 'example' the respondent was able to provide was asking learners to identify which of two versions of a response to a question was correct.

Only respondent B claimed to have been introduced explicitly to the concept of lesson staging/ sequencing during pre-service training. During the telephone interview, however, it emerged that there may have been no detailed discussion of different approaches to the staging and sequencing of lessons: respondent B was adamant about the fact that lesson sequencing involved a straightforward three stage process: warm up – presentation – production. Respondents C and D both claimed that there had been no explicit discussion of lesson staging/sequencing during their pre-service programme. However, both indicated that they had no difficulty with lesson staging. So far as respondent C was concerned, a lesson should have three stages (warm up – main activity – review); so far as respondent D was concerned, it should have four stages (review/warm up – language focus teaching – activity – review). A number of attempts by the interviewer to engage the participants in more detailed discussion of lesson staging were unsuccessful. The PSETTP graduates appeared to believe that what they had already said covered the issue as fully as was necessary.

In questionnaire responses, three of the four respondents (A, B & D) claimed that they had been given advice about the setting up and timing of activities. However, respondent D indicated in the telephone interview that although there had been some reference to this, it had not been a significant part of the programme and she was unable to recall anything of the content.

Asked in the questionnaire about whether they had been given advice about adapting tasks for students with differing levels of proficiency, two (A & D) claimed that they had. However, respondent D said in the telephone interview that all that was involved was advice that 'co-operative learning groups', that is, groups that include students of different levels of proficiency, should be set up. Furthermore, respondent A insisted that the advice provided had been of no use, adding that she believed that the tutors had no knowledge or understanding of the

language competence of primary school students or of the realities of teaching English in primary schools.

Although respondent A indicated in her questionnaire response that the programme she had taken included advice about the pace of language lessons, she indicated during the telephone interview that this was not, in fact, something that had been explicitly discussed, but something that she had picked up from observation of her classmates and from her own errors.

Although respondents A and D indicated in their questionnaire responses that they had been given advice about classroom language, both claimed during the telephone interview that this had involved simply being given a handout for reference. Both indicated that their course tutor believed that their level of proficiency was sufficiently high to make explicit discussion of classroom language unnecessary. Respondent A indicated not only that there had been no specific reference to classroom language during the version of the PSETTP she attended, but also that she believed that there was no reason to have included such a component given the high level of proficiency of the course participants.

Materials evaluation and selection is listed as being included in the PSETTP (see *Table 4.2*). Even so, only one of the four respondents (D) claimed to have been given advice about selecting textbooks, noting during the telephone interview that the focus of that advice had been on both layout and content. Respondent A claimed that although she felt that she did not need this sort of training, she believed that less experienced teachers definitely did.

#### **4.5.1.2 Responses relating to teaching observation and teaching practice in the PSETTP**

*Table 4.4* below indicates participants' responses to questions about teaching observation and teaching practice that were included in the questionnaire. Once again, the inclusion of an asterisk indicates that issues relating to the validity of a particular response were raised during the telephone interviews.

**Table 4.4:** Responses of participants in relation to teaching observation and teaching practice in their PSEPPT program

<b>Area: teaching observation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Inclusion of teaching observation	*✓			
Asked to observe specific things				
Observed lessons discussed by tutor				
Tutor demonstrated how to teach certain things to a class of real students				
<b>Area: teaching practice</b>				
Inclusion of assessed teaching practice	*✓	*✓	*✓	
Taught a whole class	✓	✓		
Taught a small group				
Class teacher in room		✓		
Course tutor in room	✓	✓		
I decided what to teach	✓		✓	
Class teacher decided what I taught				
Taught in relation to specific criteria				
Given feedback	✓	✓		
Teaching graded as part of overall program assessment				
Teaching graded as a mark	✓			
Report on teaching practice provided				

Although the PSETTP programme outline indicates the inclusion of a teaching practice and teaching observation component (see *Table 4.2*), of the four respondents who had completed a PSETTP, only one (A) claimed that it had included teaching observation, noting that she had observed only her classmates in the training course.

Respondents A, B and C claimed that their programme included an assessed teaching practice component. However, during the telephone interview all three indicated that this had happened once only, and respondent B noted that trainees

had taught for only 15 minutes each. Participant D responded to none of the specific questions relating to the nature of teaching practice. Participant C noted that the class teacher had decided what trainees would teach and that that decision related to the relevant section in the assigned textbook. Participant A indicated that she had taught a whole class in the presence of the course tutor, that she had herself decided what to teach and that she had been given feedback on her teaching. The teaching was graded as a mark. Respondent B also indicated that she had taught a whole class and had decided what to teach (in collaboration with a group of other trainees), but noted that the class teacher rather than the course tutor was present during the teaching and had provided the feedback. She noted that the course tutor was not present at every teaching session, but only attended the teaching of one trainee (selected at random). She also noted that the feedback on teaching was in the form of general comments made to the trainees as a group rather than comments to individuals that related specifically to their teaching. All four indicated that they had not received a report on their teaching.

#### **4.5.1.3 Views on English teaching textbooks**

Participants were asked during the telephone interviews to comment on the textbooks they used. Of the four who had completed a PSETTP, only respondent B appeared to approve of textbooks produced in Taiwan. She noted that she liked the textbook she was using because it includes repetitive drilling practice which she considered to be a good aid to memorisation. She added, however, that she did not use the teachers' manual because she believed that the activities are not appropriate for her students' levels and because she preferred to use her own teaching strategies.

Respondent A observed that she is required to use books approved by the Ministry of Education but does not use the teachers' manual because of its lack of flexibility in relation to students of different proficiency levels. She added that she disliked the textbook she used because she believed that neither the language nor the content was authentic, there is too much repetition and substitution drilling, and the songs involved nothing more than vocabulary practice.

Respondent C reported using a textbook produced by Longman (UK). She complained that textbooks produced locally were of poor quality in all respects and inappropriate for her students.

#### **4.5.1.4 Views on teaching approaches and methods**

Respondents A, B, C and D all commented on teaching methods and approaches. All of them seemed to think of communicative language teaching as a method rather than as an approach with which a range of methods were compatible. All of them also seemed to associate it primarily with using English as the language of instruction.

Respondent A said that she believed that communicative language teaching was very difficult to implement because some of those who were teaching English in primary schools were untrained and had a low level of proficiency in English.<sup>25</sup> She added that she believed that teachers should not confine themselves to communicative language teaching (CLT), but should vary their approach, noting that ‘total physical response’ (TPR) is more useful than CLT.<sup>26</sup>

Respondent B observed simply that she did not teach communicatively and also did not teach grammar because she believed that her students already had enough problems learning Chinese<sup>27</sup>. Instead, she preferred to rely on textbooks because they followed the Ministry of Education curriculum and because her students had a wide range of proficiency and so she felt that to depart from the material in the textbooks would create too many problems.<sup>28</sup>

Respondent D claimed that many teachers did not know how to teach communicatively, largely confining themselves to playing games and activities in

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<sup>25</sup> She noted that she had invited the other three teachers in her school to join her in this interview but that they had refused because they lacked confidence in their English.

<sup>26</sup> This suggests that she sees CLT as a method rather than as a wide range of methods and thinks of CLT and TPR as somehow equivalent as ‘methods’.

<sup>27</sup> This respondent appeared to associate communicative language teaching with the explicit teaching of grammar.

<sup>28</sup> It appears that she believes that communicative language teaching (CLT) involves using English as the language of instruction and therefore creates difficulties for learners with a lower level of proficiency. It appears that she also believes that, for this reason, explicit grammar instruction is a necessary part of CLT, that is, that explicit grammar teaching is required if students are to make sense of the wider range of language that she assumes will be used in the context of CLT.

class. She also indicated that communicative language teaching was not included in her training course.

Respondent C simply observed that she used her own methods, preferring these to the methods introduced during her training programme.

So far as the introduction of new language in the form of a mini-dialogue is concerned, two of the respondents (B and C) claimed to use Chinese to communicate meaning (in the case of respondent B only if attempts to explain in English were unsuccessful). However, respondents A and C claimed not to use translation as a way of explaining meaning.

#### **4.5.1.5 Views on the training programme**

Asked in the telephone interview about the quality of the pre-service training programme they had attended, none of the four responded positively.

Respondent A said that she was very disappointed in the quality of the pre-service training programme and believed that it had been a waste of time. She noted that it involved trainers from different institutions and that it lacked any overall coherence in terms of planning and administration. She added that she had found it impossible to relate the actual content of courses to the course titles. She claimed that the focus was on theory and that there was little that was of any practical use in teaching real classes. She also claimed to know many other teachers who had attended the same programme at a range of different institutions, all of whom believed that the trainers knew nothing about how to teach English to primary school children. All agreed, she said, that they would have preferred to learn from experienced primary school teachers. She ended by saying that she was lucky because she had had fifteen years of experience in teaching at cram school but felt very sorry for those who had to rely on the pre-service training they received in a PSETTP.

Respondents B, C and D also commented in a negative way on the pre-service training programme, all noting that there had been an emphasis on theory rather than practice. Respondent B observed, however, that although she had no

confidence in the training she had received, she felt that she was not in a good position to judge as she had had no prior experience when she attended that programme.

Respondent A claimed that so far as the teaching of English in primary schools was concerned, the authorities were interested only in meeting the requirements, not in quality. This view was also held by respondent B who observed that her local authority had required each school to send one teacher who was not experienced in teaching English to a one week training course and had then allowed these teachers to teach English. She added that it was not surprising that there was widespread concern about the teaching of English in primary schools.

Three respondents (A, C & D) claimed that they felt confident about teaching English at the end of their training programme. However, all three noted in the telephone interviews that this was largely because they already had a good idea about teaching theory before the programme and, in the case of respondent C, that she had already been teaching for two years.

With one exception, those who had attended a PSETTP were unable to indicate which things they believed should have been included in their programme and were not. In fact, respondents A, B and D insisted that they did not feel that their programme lacked anything that should have been included. The reason for this response became clear later when all three noted that simply adjusting the content would have made little difference in terms of the overall lack of quality. Even so, respondent C did indicate that she would have liked to have learned about classroom management and about ways of motivating students. She insisted, however, that she had developed her own teaching strategies and preferred these to anything that had been introduced in her programme.

Respondent D observed in the telephone interview that she had not been trained to teach communicatively and that this was also true of many other teachers who tended to do little more than play games in their English classes. She insisted, however, that this did not mean that she believed that including a section on communicative language teaching would have led to any real improvement in the

programme she had followed, believing that it would have simply added to the confusion experienced by the trainees.

#### **4.5.1.6 Additional comments made by PSETTP participants**

Respondent D claimed that the workload of English teachers is too heavy. She noted that in addition to teaching between 22 and 24 hours a week, they also had to take part in extra activities associated with Taiwan's internationalisation agenda. This meant, she said, that they were too tired to prepare their teaching adequately and did not have the time to become involved in communicative language teaching, preferring simply to translate to save time and make their lives easier. She insisted that those who taught English in primary schools generally had no interest in undergoing further training, believing that any further training offered to them was unlikely to be of any practical use.

#### **4.5.2 Respondents who had completed a four year degree including primary school teaching with a component in teaching English**

Respondents E, F and G were graduates who had completed a four year degree, majoring in English, that included training in primary school teaching, one component of which was the teaching of English. At the time of the survey, they had taught English at primary school level for 2, 4 and 3 years respectively. Teachers in this category are not required to provide evidence of English language proficiency in the form of a specific proficiency test score. Although one of the respondents (E) indicated that she had a high-intermediate score in the GEPT, the other two did not respond to a question about their level of proficiency.

##### **4.5.2.1 Responses relating to components of the four year degree programme (excluding teaching observation and teaching practice)**

*Table 4.5* indicates those areas (with the exception of teaching observation and teaching practice) which participants E, F and G claimed in questionnaire responses were covered in their pre-service training programme. Once again, the inclusion of an asterisk indicates that the discussion that took place during telephone interviews raised some doubt about questionnaire responses.

**Table 4.5: Areas respondents E, F and G claimed were covered in their four year degree programme**

Area	E	F	G
How children learn foreign languages	✓		✓
Curriculum and syllabus design			
Teaching methodologies	✓	✓	✓
Designing English teaching materials	✓	✓	✓
Linguistics (analysing English)	✓		
Assessment	✓	✓	*✓
Teaching pronunciation	✓	✓	
Reading and writing	✓		
Four skills taught in an integrated way			
Advice about coping with different levels of proficiency	*✓		*✓
Advice about coping with different learning styles	✓		
Advice about correcting learner errors	*✓		✓
Advice about concept checking		*✓	*✓
Advice about lesson sequencing			
Advice about setting up and timing activities			✓
Advice about pace of language classes			✓
Advice about classroom language		*✓	
Advice about analysing English in terms of meaning and form	*✓		
Advice about teaching full forms and contracted forms			
Advice about how to teach the difference between past simple and past progressive			
Advice about classroom management			
Advice about adapting tasks for students with different levels of proficiency			*✓
Advice about selecting textbooks			
Advice about using textbooks			
Advice about how to teach the meaning of new language introduced in a mini-dialogue	*✓		
Advice about how to teach the meaning of new words and phrases such as <i>hurry up</i> and <i>sorry</i>			
Proficiency development (yours)			
Arrangements made for course follow-up			

On the basis of the responses of participants E, F and G, it appears that there are a number of significant areas that were included in none of their pre-service training programmes. This includes advice about selecting and using textbooks, advice about teaching the meaning of new words and phrases, advice about lesson

sequencing, advice about teaching full and contracted forms, and advice about classroom management. There appear to have been other significant omissions from at least two versions of the programme – coping with learning style preferences, setting up and timing activities, classroom language and language analysis. In no case were arrangements made for course follow-up.

The responses of participants E, F and G in relation to the areas listed in *Table 4.5* above appear to indicate a lack of consistency across different training programmes.

When respondents' comments during the telephone interviews are taken into account, more light is thrown on the situation. Thus, for example, commenting on assessment, respondent G claimed to have been introduced to paper and pen tests (including multiple question testing) only. Respondent E observed that although she had been introduced to portfolio assessment, she did not use it because it is too expensive and because the students were unwilling to collect the materials required.

Although respondents E and G both claimed to have been given advice about coping with different levels of proficiency, respondent G indicated that this amounted to little more than advice about setting up groups that include students with different levels of proficiency (referred to in Taiwan as 'co-operative learning') and respondent E noted that the advice given had related only to providing learners with different reading materials.

Although respondent E claimed to have been given advice about error correction, she claimed during the telephone interview that this had simply involved giving learners a choice between two alternatives (e.g., *A apple? / An apple?*).

Respondents F and G both claimed to have been given advice on concept checking. However, respondent F indicated during the telephone interview that this involved simply translating into Chinese; respondent G was unable to demonstrate any specific approach that might be used, referring only to the use of 'activities'.

Although none of the respondents claimed to have been given advice about lesson sequencing/ staging, all three indicated that this was not a problem as they were familiar with the 'correct' sequence. In two cases, reference was made to *warm up, main activity, review*; in the other case, reference was made to *warm up, presentation, activity*. This appears to reinforce their claim that approaches to lesson staging were either omitted from the version of the programme they attended or were treated in a cursory way only.

Although respondent F indicated that she had been given advice about classroom language, it emerged during the telephone interview that this had been confined to a handout, the tutor having indicated that further assistance was unnecessary because the trainees' English language proficiency was considered adequate to the task.

Respondent E indicated in a questionnaire response that she had been given advice about analysing English in terms of meaning and form. However, she observed in the telephone interview that all that this had involved was trainees' attention being directed towards the inclusion of 's' at the end of regular 3<sup>rd</sup> person singular verb forms. Since all three respondents indicated that they had been given no advice about relating full and contracted forms, they were asked during the telephone interview how they would do this. Only participant E responded, saying that she would write both forms on the board.

Although respondent E indicated in her questionnaire response that she had been given advice about adapting tasks to suit students with different levels of proficiency, she indicated during the telephone interview that the advice given had simply been to put students with different proficiency levels in the same group.

Respondent E indicated in a questionnaire response that she had been advised about how to teach the meaning of language included in mini-dialogues (a common way of introducing new language in Taiwanese textbooks). However, she noted in the telephone interview that that advice had been to translate the mini-dialogue into Chinese.

When the responses to follow-up questions included in the telephone interviews are taken into account, it appears that the pre-service programmes taken by respondents E, F and G may have been even less satisfactory than is suggested by the questionnaire responses.

#### **4.5.2.2 Responses relating to teaching observation and teaching practice in the four year degree programme**

Responses to questions in the questionnaire about teaching observation and teaching practice (see *Table 4.6* below), raise further issues in relation to this programme. Once again, an asterisk indicates that discussion that took place during the telephone interview raised doubts about an aspect of the questionnaire response.

***Table 4.6: Responses of participants E, F and G in relation to teaching observation and teaching practice in their four year degree programme***

<b>Area: teaching observation</b>	<b>E</b>	<b>F</b>	<b>G</b>
Inclusion of teaching observation	✓	✓	✓
Asked to observe specific things			*✓
Observed lessons discussed by tutor		✓	
Tutor demonstrated how to teach certain things to a class of real students	✓		✓
<b>Area: teaching practice</b>			
Inclusion of assessed teaching practice	✓	✓	✓
Taught a whole class	✓		✓
Taught a small group			
Class teacher in room			
Course tutor in room	✓		✓
I decided what to teach	✓		
Class teacher decided what I taught		✓	✓
Taught in relation to specific criteria			✓
Given feedback	✓	✓	
Teaching graded as part of overall programme assessment	✓		
Teaching graded as a mark	✓		
Report on teaching practice provided		✓	✓

In connection with teaching observation, respondents F and G indicated that they had observed classes taught by a teacher in a local school. Although respondent G indicated in her questionnaire that she had been asked to observe specific things during classroom observation, she indicated during the telephone interview that this had amounted only to an overall instruction to pay attention to the sequencing of lessons. Although respondent F claimed that the lessons observed had been discussed by the course tutor, she indicated during the telephone interview that this discussion had related largely to issues of classroom management. Respondents E and G both indicated that the course tutor had demonstrated how to teach certain things to a real class. In the case of respondent E, this was how to teach tense; in the case of respondent G, it was how to set up activities.

Respondents E, F and G all claimed that their programme had included an assessed teaching practice component. During the telephone interview, respondent E noted that this had happened on four occasions only. Although respondent G indicated in her questionnaire response that she had been asked to teach to specific criteria, she noted in the telephone interview that what had actually been required was to use 'total physical response' (TPR). Respondents E and F both indicated that they had been given feedback on their teaching. However, in the telephone interview, respondent F said that the feedback had been from the classroom teacher only. Respondent E said that the feedback was very general and was given to the class as a whole rather than to individuals. Only respondent E claimed that teaching was graded as part of the overall course assessment. Respondents E and F indicated in their questionnaire responses that they had been given a report on their teaching practice. However, respondent E indicated that the comments included had been very general (e.g., *Your teaching is good*) and respondent F indicated that there had been only one report, a report received at the end of the final teaching practice session.

#### **4.5.2.3 Views on textbooks**

All three respondents (E, F & G) seemed relatively satisfied overall with the textbooks they currently used (all produced in Taiwan) with the exception of the teachers' guides. Respondent F used teachers' guides only to check the answers to exercises; respondent G used teachers' guides only occasionally, that is, when she

was searching for an idea for an activity. Respondent E indicated that she regarded the teachers' guides as being too repetitive and idealised, too impractical and generally uninteresting

#### **4.5.2.4 Views on the training programme**

Respondents E, F and G were generally negative about the training they had received. Respondents E and F claimed that they had learned much more about how to teach English from their classmates than they had from their tutors. Respondent G also expressed this sentiment, but added that observing real classroom teachers had been useful.

Respondent G indicated that she was not confident about teaching English at the end of her programme, believing that the students might not be able to learn from her. Respondents E and F claimed that they were confident about teaching English when they completed their programme but both insisted that this was not because of the quality of the programme but because they were satisfied with their competence in English and their ability to adapt strategies from other areas of teaching to the English teaching context.

#### **4.5.2.5 Additional comments**

Respondent E noted in the telephone interview that although she believed that she had not been well trained in the teaching of English, she was doing her best to improve her teaching skills and strategies. She added that the overall language skills of her students were low and that she believed that it would be too ambitious to attempt to include reading and writing in their English programme.

Respondent F indicated that she had tried to use English as the language of instruction in her classes but believed that it was impossible to do so effectively as the students could not cope with it.

Respondents E, F and G all indicated that they used translation into Chinese as the main way of explaining the meaning of new language to their students.

### 4.5.3 Respondents who had completed a one year Certificate in Teaching English at primary school level

Participants H and I are graduates who majored in English and have completed a primary level teaching Certificate that included a component on teaching English. Both indicated that they have a high intermediate score in the GEPT test. At the time of the survey, they had each taught English for two years.

#### 4.5.3.1 Responses relating to components of the one year Certificate in teaching English at primary school level (excluding teaching observation and teaching practice)

Table 4.7 indicates those areas (with the exception of teaching observation and teaching practice) which participants H and I claimed in questionnaire responses were covered in their pre-service training course. An asterisk indicates that the discussion that took place during telephone interviews raised some doubt about a particular questionnaire response.

**Table 4.7: Areas respondents H & I claimed were covered in their one year Certificate in teaching English at primary school level**

Area	H	I
How children learn foreign languages		
Curriculum and syllabus design		
Teaching methodologies	✓	✓
Designing English teaching materials	✓	✓
Linguistics (analysing English)		
Assessment		
Teaching pronunciation		
Reading and writing		
Four skills taught in an integrated way		
Advice about coping with different levels of proficiency		
Advice about coping with different learning styles		
Advice about correcting learner errors		
Advice about concept checking		

**Table 4.7 (continued): Areas respondents H & I claimed were covered in their one year Certificate in teaching English at primary school level**

Area	H	I
Advice about lesson sequencing	*✓	
Advice about setting up and timing activities		
Advice about pace of language classes		
Advice about classroom language		
Advice about analysing English in terms of meaning and form		
Advice about teaching full forms and contracted forms		
Advice about how to teach the difference between past simple and past progressive		
Advice about classroom management		
Advice about adapting tasks for students with different levels of proficiency		
Advice about selecting textbooks		
Advice about using textbooks		
Advice about how to teach the meaning of new language introduced in a mini-dialogue		
Advice about how to teach the meaning of new words and phrases such as <i>hurry up</i> and <i>sorry</i>		
Arrangements made for course follow-up		

On the basis of the responses of participants H and I, it appears that although the programmes they took included teaching methodology and the design of English teaching materials, none of the specific areas referred to in the questionnaire were included (with the exception, in the case of respondent I, of advice about lesson staging/ sequencing). However, respondent I said during the telephone interview that the only advice given about lesson staging/ sequencing was that lessons should be in three parts: *warm up; presentation; production*. Both respondents H and I indicated in their questionnaire responses that they did not feel confident about teaching English when they completed their pre-service training course. In the follow-up interview, respondent H said that she continued to be concerned about her ability to teach English. Asked about whether there were particular things that were not included in the course that would have been useful, respondent H referred to learning styles and coping with students who had differing proficiency levels.

#### 4.5.3.2 Responses relating to teaching observation and teaching practice in the four year degree programme

Responses to questions in the questionnaire about teaching observation and teaching practice (see *Table 4.8* below), raise a range of issues in relation to the programmes taken by respondents H and I. Once again, an asterisk indicates that discussion that took place during the telephone interview raised doubts about an aspect of the questionnaire response.

**Table 4.8: Responses of participants H and I in relation to teaching observation and teaching practice in their four year degree programme**

<b>Area: teaching observation</b>	<b>H</b>	<b>I</b>
Inclusion of teaching observation		✓
Asked to observe specific things		
Observed lessons discussed by tutor		
Tutor demonstrated how to teach certain things to a class of real students		
<b>Area: teaching practice</b>		
Inclusion of assessed teaching practice	✓	✓
Taught a whole class	✓	✓
Taught a small group		
Class teacher in room	✓	✓
Course tutor in room	✓	✓
I decided what to teach	✓	✓
Class teacher decided what I taught		
Taught in relation to specific criteria		✓
Given feedback	✓	✓
Teaching graded as part of overall programme assessment	✓	✓
Teaching graded as a mark		
Report on teaching practice provided	✓	

Respondents H and I both indicated that teaching practice was included in their pre-service programme although in only one case (I) was teaching observation included. Both respondents had elected to teach English during their teaching

practice. In neither case were the respondents asked to teach specific things and in only one case (respondent I) did the tutor provide an indication in advance of particular things that should be included/ focused on. In the interview, respondent I observed that this related to eye contact, gesture and classroom language. Both respondents commented during the interview on the nature of the feedback they were given. Respondent H noted that the feedback was very general and did not focus specifically on the teaching of English; respondent I said that the feedback in her case was specific to English teaching, relating to word selection, activities design and student assessment. Respondent I observed that her final report was an oral one; respondent H said that she received a written final report which referred to teaching aids, teaching steps/ stages and checking understanding.

#### **4.5.3.3 Views on textbooks**

Respondent H reported that she used the locally produced textbook series, *Power Up English*. She believed, however, that the series was poorly designed, that vocabulary that had not appeared in the main texts was included in exercises, and that the focus was too game-oriented. She added that she was never sure whether the students had actually learned or not and found the teachers' manual repetitive and unhelpful, particularly in the area of assessment.

Respondent I also used locally produced textbooks although she believed that they included too much content in relation to the number of teaching hours available. She did not use the teachers' manuals because she considered the activities to be routine and repetitive and because there was nothing on assessment. She also said that she had to design reading and writing activities herself because there was nothing useful on them in the textbooks or teachers' manuals.

#### **4.5.3.4 Views on the training programme**

Neither respondent H nor respondent I believed that their pre-service training, as it related to the teaching of English, had been particularly useful. Respondent I said during the interview that she wished she had had more teaching practice during her programme and would have liked the opportunity of observing real teachers teaching real classes. She added that she believed that she had largely solved her problems herself.

#### **4.5.3.5 Additional comments**

Respondent J said during the telephone interview that she believed that there was too little emphasis in Taiwan on quality training.

Respondent I said that it was just too difficult to use a communicative approach in the classroom because her students' proficiency level was too low to make it possible for her to teach through the medium of English. She therefore used Chinese. Although she tried to teach the meanings of the language in the mini-dialogues included in textbooks by using posters, she often had to translate to ensure that the students understood.

#### **4.5.4 The participant who had attended a local government English teacher training programme**

Only one respondent (J) had attended a local government English training programme. Although these programmes can be taken by primary teachers who are already involved in teaching English, they are generally taken by teachers who are about to embark on the teaching of English and are, for this reason, treated here as pre-service programmes.

Respondent J has a degree with a major in English, a high intermediate level of proficiency in the GEPT, and a Graduate Certificate in primary school teaching. She had taught English for 6 years at the time of the survey. She indicated that the local government training programme she attended lasted for one week only – for 8 hours each day.

##### **4.5.4.1 Responses relating to components of local government training programme (excluding teaching observation and teaching practice)**

*Table 4.9* indicates those areas (with the exception of teaching observation and teaching practice) which the respondent claimed were covered in the local training programme she attended. Where she qualified one of her questionnaire responses during the telephone interview, or where discussion during the interview raised significant doubt about a questionnaire response, an asterisk (\*) precedes that response in the table.

**Table 4.9: Areas (apart from teaching observation and teaching practice) that respondent J claimed were covered in the local government training programme she attended**

Area	A
How children learn foreign languages	✓
Curriculum and syllabus design	✓
Teaching methodologies	✓
Designing English teaching materials	✓
Linguistics (analysing English)	
Assessment	
Teaching pronunciation	*✓
Reading and writing	*✓
Four skills taught in an integrated way	
Advice about coping with different levels of proficiency	*✓
Advice about coping with different learning styles	*✓
Advice about correcting learner errors	
Advice about concept checking	
Advice about lesson staging/ sequencing	
Advice about setting up and timing activities	
Advice about pace of language classes	
Advice about classroom language	*✓
Advice about analysing English in terms of meaning and form	
Advice about teaching full forms and contracted forms	
Advice about how to teach the difference between past simple and past progressive	
Advice about classroom management	
Advice about adapting tasks for students with different levels of proficiency	
Advice about selecting textbooks	*✓
Advice about using textbooks	
Advice about how to teach the meaning of new language introduced in a mini-dialogue	
Advice about how to teach the meaning of new words and phrases such as <i>hurry up</i> and <i>sorry</i>	
Proficiency development (yours)	
Arrangements made for course follow-up	

Although respondent J indicated in a questionnaire response that her programme had included advice about teaching pronunciation and about selecting textbooks, she indicated during the telephone interview that she was unable to remember anything about the advice that had been given in these areas. She also noted that the only advice she had received about reading and writing related in a very general way to the introduction of story books. So far as coping with students with different levels of proficiency is concerned, she noted that the advice given had related simply to putting students with different proficiency levels into the same group. With reference to learning styles, she observed that the discussion had centred in a general way on 'multiple intelligences' but said that she could not remember any way in which this had been related specifically to the teaching of English. Although classroom language was covered in the course, she noted during the telephone interview that this had involved nothing more than being given a handout.

Respondent J noted that although there had been nothing in the course she had taken about the staging/ sequencing of lessons, she believed that a three stage sequence made up of *presentation* followed by *practice* and then *production* was appropriate. She also noted in the telephone interview that although she had been taught nothing about analysing English in terms of meaning and form, she believed that this was justified in that the focus should be on fluency and on listening and speaking only.<sup>29</sup> She also said that although there was nothing in the course about classroom management generally, participants were taught how to get students' attention.

#### **4.5.4.2 Responses relating to teaching observation and teaching practice in the local government training programme**

Participant J indicated that neither teaching observation nor teaching practice was included in the course she had taken although the course tutor did demonstrate how to teach using a story book.

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<sup>29</sup> It seems to be a widely held belief among primary teachers of English in Taiwan that it is unnecessary to know anything about teaching the relationship between form and meaning unless reading and writing are central to the programme.

#### **4.5.4.3 Views on textbooks**

Respondent J indicated in the telephone interview that although she used a locally produced textbook, including the activities outlined in the teachers' manual, she felt that the textbook contained many errors.

#### **4.5.4.4 Views on methodology**

Respondent J said that so long as a qualified primary school teacher was able to demonstrate a particular level of proficiency in English, all that was required to become a 'trained' teacher of English was attendance at a one week course. She saw little or no value in this. She indicated that she used flash cards to teach the meaning of nouns and gesture to teach the meaning of verbs but often switched to Chinese to explain meaning where she found that she was unable to do so in English.

#### **4.5.4.5 Views on the training programme**

During the telephone interview, respondent J said that she did not feel confident in her ability to teach English when she completed the local government training course. She believed that she lacked relevant experience and was very concerned about what would happen in a real class. She added that she would have liked to learn much more, particularly about classroom management and about the teaching of reading and writing.

#### **4.5.4.6 Additional comments**

Respondent J said that she believed that she knew what she should be doing but was not sufficiently motivated to do it, choosing simply to follow the textbooks even though she felt that they were poorly designed. She had tried to use English to explain meanings but had given up because her students insisted that they were unable to understand. She claimed that she felt frustrated and disappointed.

### **4.6 Introducing the data relating to in-service provision**

With the exception of respondents F and H, all of those involved in the survey said that they had received some form of in-service training in the teaching of English. The training providers are indicated in *Table 4.10* below.

**Table 4.10: Sources of in-service training provision**

<b>Provider</b>	<b>Respondent</b>
Local Government Education Bureau	A, B, D, E, G, I, J
Cram school	A, B, D, E, G
Publisher	E, I, J
British educational institution (30 hour workshop)	C

With the exception of the workshop run by a British training establishment (attended by respondent C), the in-service training to which reference is made here took the form of separate workshops lasting for between one and three hours. Respondents commented that the workshops provided by publishers were little more than publicity and marketing tools and made no real contribution to their teaching. Responses to the workshops provided by cram schools, which tended to focus on activity design, were mixed, respondents pointing out that quality and usefulness was very variable. Responses to workshops provided by local government were also mixed. Where the focus was on government policy, the response was generally negative, with respondents feeling that the information communicated was generally neither new nor useful; where the focus was on teaching, responses were more positive, particularly where these workshops were led by practicing teachers who were able to share their own experiences.

The most positive response was to a 30 hour workshop provided by a British training establishment. The respondent who attended this workshop said that it provided exactly the type of training that was needed. Although theory was included, the emphasis was on practice and there were opportunities to share good practice with tutors and other trainees. She indicated that the workshop had included language analysis, the teaching of the four skills in an integrated way, error correction, ways of coping with students with different proficiency levels and learning styles, advice about classroom management, classroom language and about the setting up and timing of activities, teaching observation and teaching practice. She also noted that there was a particularly useful component on observing and evaluating learners' progress. She commented on the importance of

sessions in which there had been a focus on valuing, and responding effectively to the different ways in which students learn, noting that she had learned about the ways in which different students responded to different types of activity. She said that she had been given specific advice about timing different activities and different lesson stages and about varying activities, using some activities specifically to get the attention of students. She noted that throughout the duration of the workshop, tutors had demonstrated how to select and use appropriate classroom language. She added that she had particularly appreciated the opportunity to observe teaching and commented on the value of a session in which the tutor had taught French to the trainees in order to demonstrate the types of difficulty their students were likely to experience. Although trainees had only one opportunity to teach as part of the course, this was nevertheless a valuable experience because of the quality of feedback provided. Overall, she considered that this one week course had been of more practical use than the whole of the two year pre-service training programme she had experienced.

Participants commented positively on workshops that had dealt with reading and drama (local government and cram schools), and observed that they had appreciated opportunities to share successful teaching experiences and strategies with other teachers (local government, cram schools and British training establishment). There was a generally negative response to sessions on assessment and the teaching of pronunciation. The focus of most sessions on assessment appears to have been on paper and pen tests although portfolio assessment and task-based assessment (to which there was a more positive response) appears to have been included in at least two local government workshops. Respondents noted that sessions on teaching pronunciation were generally theoretical rather than practical. However, at least one of these sessions (involving the use of flash cards) appears to have been met with a very positive response. Areas covered in in-service courses are indicated in Table 4.11 below

**Table 4.11: Areas covered in in-service courses**

<b>Area</b>	<b>Local government</b>	<b>Cram schools</b>	<b>Publishers</b>	<b>British training establishment</b>
Advice about coping with different levels of proficiency	✓			✓
Advice about coping with different learning styles	✓			✓
Language analysis				✓
Advice about correcting learner errors	✓			✓
Advice about concept checking			✓	
Advice about setting up and timing activities				✓
Advice about classroom language				✓
Advice about classroom management				✓
Teaching language through drama	✓	✓	✓	
Task design	✓	✓		
Teaching pronunciation	✓	✓		
Assessment	✓			✓
Designing teaching aids	✓	✓		
Teaching reading and writing	✓	✓		
Teaching the 4 skills in an integrated way				✓
Tutor demonstrated how to teach specific things to a class of real students	✓	✓		✓
Teaching observation	✓	✓	✓	✓
Teaching practice				✓
<i>Assessed</i> teaching practice				✓

## **4.7 Discussion**

In relation to the discussion below, it is important to note that teachers' responses in the context of semi-structured interviews often led to a very different interpretation of the questionnaire-based data than might have been the case if the semi-structured interview data had not been available. This was generally because the semi-structured interviews provided the teachers with an opportunity to expand on their questionnaire responses, often in a way that did not contradict the original response but nevertheless raised issues about it. Thus, for example, in all cases where participants had indicated in their questionnaire responses that the pre-service programme in which they had participated included a practicum, it emerged during a later semi-structured interview that that practicum had been extremely limited in terms of scope and/or had omitted components (e.g., detailed feedback) that the researcher associated with the practicum component of training courses.

### **4.7.1 Pre-service training**

None of the survey participants believed that their pre-service programmes had been of any real practical use irrespective of the areas covered (which varied widely from one programme to another, something that is consistent with the findings of Wilbur (2007) in relation to teacher training programs in the US (see *Chapter 2*)), and none expressed confidence in their trainers' understanding of the needs of young learners in primary schools in Taiwan. This reinforces an observation made by Shih (2001a) and Shih et al. (2000), that is, that a number of the PSETTP programme participants in their studies believed that their trainers were unfamiliar with teaching techniques appropriate to young learners. Also relevant to note here is the fact that Lou (2003) has reported that trainees who had attended a four-year primary EFL pre-service teacher training programme established in a teachers' college in 2000 were uncertain about the value of formal training in contributing to their teaching practice. All of this is consistent with the findings of Spada and Massey (1992) and Wilbur (2007) in relation to the widespread belief among teachers that training is often of little genuine practical value and the point made by McDonough (2002, p. 134) that the competence of teacher trainers cannot be taken for granted since, in common with teachers, trainers have to learn their role (see *Chapter 2*). Furthermore, in spite of the fact

that Freeman (1989, p. 36) notes that teacher behaviour changes over time, and Watzke (2007, p. 64) indicates that pedagogical knowledge gained during teaching practice may “wash out or quickly fall away” (see *Chapter 2*), none of the teachers involved in this survey indicated that contact with trainers was maintained after completion of the course, something that suggests that opportunities for reinforcing and extending the learning of both teachers and teacher trainers were lost.

Although a number of writers on teacher education stress the importance of achieving a balance between theory and practice (see, for example, Butler, 2003, p. 5; Richards, 1998, p. 9; Widdowson, 1984, p. 88), including literature emerging out of Taiwan (see, for example, Shih, 2001a, p. 90; Shih & Chu, 1999, p.5; Yeh, 2003, p. 435), none of the survey participants was satisfied with the balance of theory and practice or the interaction between the two. In this connection, it is interesting to note that Lou (2003) found that trainees who attended a four-year primary EFL pre-service teacher training program in Taiwan believed that theory and practice were not adequately integrated.

As noted in *Chapter 2*, there has, within the context of research in the area of teacher cognition, been a focus on the importance of the practicum (see, for example, Smagorinsky, Cook and Johnson, 2003), on discoveries made by trainees during teaching practice (see, for example, Numrich, 1996), and on the impact of training on prior beliefs and experiences (Johnson, 1994). Indeed, Urmston (2003, p. 112) found that beliefs and knowledge were more strongly influenced by time spent in classrooms during teaching practice than by any other aspect of training. However, so far as the teachers involved in this part of the research project are concerned, a critical issue is whether their pre-service training included a practicum at all and, if so, whether it actually included those components normally associated in the literature with a practicum. Richards (1996, p.14) insists on the importance not only of including teaching observation and teaching practice in training programmes, but also of ensuring that there is adequate discussion of each. In spite of this, only five of the ten respondents reported having been involved in any form of teaching observation, and in only three of these cases does it appear that the lessons were taught by trained teachers

in a primary school context. The trainees appear not to have been given specific observation schedules or to have been involved in detailed discussion of the lessons observed. Although teaching practice was included in some form in the case of eight of the survey participants, three of them claimed to have been involved in teaching practice on one occasion only. In all but one case, feedback was reported to have been very general and, except where given by the class teacher rather than the course tutor, to have been addressed to the trainee group as a whole in very general terms. Thus, although Johnson (1996) emphasizes the opportunity that a practicum can provide for the development of coping strategies, the teachers involved in the survey reported here appear to have had little opportunity to develop such strategies in the environment of a practicum. Therefore, although Crandell (2000) claims that there has been an increasing focus in teacher training courses on practical experiences such as teaching observation, teaching practice, and opportunities for curriculum and materials development, it would appear, on the basis of the findings reported here, that this trend may not yet have had any major impact on language teacher education in Taiwan.

The importance of incorporating personal proficiency development into training programmes designed for those for whom the target language is an additional language has been emphasised by a number of writers, many of whom refer specifically to the need to include appropriate classroom language (see, for example, Butler, 2003, p. 5; Cullen, 1994, p.163, 2001, p.27; Murdoch, 1994, p.257; Shih, 2001a, p. 90, Shih & Chu, 1999, p. 5; Shrum & Glisan, 1994, p. 61; Snow et al., 2006, pp. 262-264). So far as personal proficiency development is concerned, this was, in the case of two of the participants (H and I) part of a degree programme which also included teacher training. Of the other eight participants, even those who attended some version of the PSETTP claimed not to have been involved in personal proficiency development. Indeed, those survey participants who had taken some form of proficiency test to provide evidence of adequate competence to attend a training programme appeared to believe that their performance in that test was an indication that no further proficiency development was required. This reinforces the findings of the survey reported in *Chapter 3* in which participants appeared, in general, to over-estimate their own proficiency in

English. In connection with this, it is relevant to bear in mind that Butler (2004), in reporting on a survey involving teachers from Japan, Korea and Taiwan, observed that the teachers in Taiwan included in the survey rated their proficiency higher than did the teachers in Japan and Korea, the mean levels exceeding high intermediate. It is also relevant to note, however, that although respondent A felt that her own proficiency was adequate to the task of teaching young learners, she expressed doubts about the proficiency of others.

In spite of the advice provided as long ago as the early 1980s by Heaton (1981) in relation to those speech acts he regarded as being most critical to language teaching (e.g., giving instructions) and by Willis (1996) in relation to expressions and routines that can be used at various stages of a lesson, the teachers involved in this study appear not to distinguish between language proficiency and the ability to select and use classroom language appropriately. Nor, perhaps, do their tutors. Only four of the participants appear to have been given any advice about classroom language. In each case, this advice appears to have amounted only to having been given a handout for reference. The belief that there is no reason to focus on classroom language where participants have a high level of proficiency was shared by a number of participants. What this indicates is an overall lack of appreciation of the need for teachers to develop ways of adapting the language they use in class to the needs of the learners and, more specifically, to develop a useful repertoire of instructional language with which learners can become familiar. The lessons observed and analysed as part of this research project were frequently marked by inappropriate and incorrect use of English by teachers (see *Chapter 6*).

It was noted in *Chapter 1* that the revised curriculum guidelines for English in Taiwanese schools recommends a communicative approach to the teaching of English (Shih & Chu, 1999, p.1). In this context, Shih (2001a, p. 90) has stressed that training programmes should help trainees to understand what is meant by 'communicative language teaching' in relation to the Taiwanese curriculum and should provide trainees with ways of putting this understanding into practice in relevant teaching contexts. Even so, there was evidence of considerable uncertainty among the survey participants about communicative language

teaching (CLT). Only three survey participants, all of whom had attended a CSETTP programme, said that they had been introduced to communicative language teaching, and one respondent (D) said that she knew of many others, in addition to herself, whose training programmes had not included any reference to CLT. All three of those who said that their programmes had included reference to CLT appeared to believe that communicative language teaching was primarily concerned with teaching through the medium of English. Furthermore, at least one of the respondents (A) appeared to think of CLT as a specific methodology rather than as an approach which could include a range of methodologies. This appears to be the most likely explanation for her claim that 'total physical response' (TPR) is more useful than CLT and her observation that teachers should not confine themselves to CLT but should vary their approach. It is relevant to remind ourselves here that Thompson (1996) reported what he identified as misconceptions about CLT among his colleagues (see *Chapter 2*). It *may* be that the understanding/ misunderstanding of what constitutes CLT of the survey participants is a reflection of the views of CLT held by their trainers. More difficult to explain is respondent B's observation that she did not teach communicatively because she believed that her students already had enough problems learning Chinese.

In noting that it was not possible for them to use a communicative approach in the classroom because their students' proficiency level was too low for them to teach through the medium of English, respondents F, I and J not only revealed a limited understanding of communicative language teaching, but also provided, no doubt unintentionally, support for the view that it is important that teachers should have a repertoire of useful classroom language and a range of approaches to concept introduction and concept checking. In connection with this, it is relevant to note that seven of the participants claimed to use translation into Chinese as the main way of explaining new language, indicating that their programmes had introduced them to no useful alternatives.

These findings in relation to CLT may be compared with those of Spada and Massey (1992) who note that although the trainees in their study reported that

they felt confident about their ability to apply the principles of CLT, none of them was able to articulate what these principles actually are (see *Chapter 2*).

A number of writers on language teacher education have stressed the importance of providing trainees with knowledge about the English language and the ability and skill to use that knowledge in practical teaching contexts (see, for example, Butler, 2003, p. 5; Rausch 2001, p. 1; Richards 1998, pp. 4-5; Yeh, 2003, p. 435). In four cases, survey participants claimed in their questionnaire responses that the pre-service programme they attended included a component involving the analysis of English. However, interview responses indicated that there was, in fact, almost no focus on this area in any of the programmes. Thus, for example, the relationship between full and contracted forms appears to have been discussed in none of the programmes and, with the exception of using pictures, objects or gesture to introduce some lexical items, there appears to have been little, if any, advice on concept introduction and concept checking. Indeed, in at least one case, a respondent (E) claimed to have been advised to use translation into Chinese as a primary means of introducing the new language included in mini-dialogues.

Pedagogical understanding, including ways of accommodating students with differing learning styles and proficiency profiles is generally considered to be a central part of the training of teachers of English (see, for example, Butler, 2003, p. 5; Chu, 1998, p. 8; Rausch, 2001, p. 1; Richards, 1996, p. 11; Shih, 2001a, p. 90; Shih & Chu, 1999, p. 5; Snow et al., 2006, pp. 262-264, Shulman, 1986, p. 9). Although all of the survey participants claimed that their pre-service programme included a methodology component, the coverage of that component of the pre-service programmes appears to have varied widely and the general view was that, irrespective of coverage, this component had little of practical value to offer trainees. All four of those who attended a PSETTP programme claimed that the primary emphasis was on theory; and all three who did a four year degree programme claimed that they had learned more from other trainees than they had from their tutors. None of the respondents could recall being taught anything of any practical use in the area of concept introduction, concept checking or integrated skills teaching. Of the six participants who claimed to have been taught something about the teaching of pronunciation, one had no memory of what had

been included in this area and two indicated that this part of their programme had been of little practical use. Although seven participants indicated that assessment had been included in their programme, two indicated that this had included paper and pen testing only and one that it had included only paper and pen and multi-choice testing.

Although five of the participants indicated that their programme had included something about coping with students with different levels of proficiency, one indicated that this had related simply to giving different reading materials to different students and the other four indicated that it had involved nothing more than being advised to set up ‘co-operative learning groups’, that is, to include learners with different levels of proficiency in the same group. Only two of the survey participants indicated that their programmes had included reference to different learning styles.

Curriculum and lesson planning are important aspects of language teaching (see, for example, Bulter, 2003, p. 5; Shih & Chu, 1999, p. 5) and schools are required to set up panels whose members will take responsibility for translating the national curriculum guidelines into school-based curricula (Her, 2007, p. 97). Nevertheless, only four of the participants claimed that they had been taught anything about curriculum planning and about teaching materials design. In spite of the fact that the national curriculum guidelines include eleven separate items which refer to the teaching of reading and writing in elementary school English programmes (see *Chapter 1*), only three of the ten participants in this survey claimed to have been provided with any guidance on the teaching of reading and writing and two of them indicated in the semi-structured interview that this had amounted to nothing more than being introduced to story books that could be used in teaching. Furthermore, three of the respondents (B, E, G) noted during the semi-structured interview that there was no need for instruction on reading and writing because the focus of attention in elementary school English was on listening and speaking only. This, together with the data derived from the more general survey reported in *Chapter 3*, indicates that there is a need for trainers not only to include reading and writing and curriculum and lesson planning in their programmes, but also to relate instruction in curriculum and lesson planning to the

national curriculum guidelines. The findings in this area can usefully be compared with those of Sato and Kleinsasser (1999), who noted that the teachers in their study tended to associate CLT with speaking and listening only although the relevant government guidelines for communicative assessment included all four skills, and with those of Spada and Massey (1992) who observed that none of the teachers involved in their study was familiar with the relevant Ministry of Education curriculum documents (see *Chapter 2*).

As indicated in *Chapter 3*, English teachers in Taiwanese primary schools rely heavily on textbooks and one of the tasks of curriculum panels in schools is to select textbooks (Her, 2007, p. 97). Furthermore, literature on language teacher training often stresses the importance of providing students with the knowledge and skills necessary to evaluate and adapt existing materials (see, for example, Brumfit & Rossner 1982, p. 229; Cunningsworth, 1979, p. 31; Hutchinson & Waters, 1987, p. 97; Shih & Chu, 1999, p.5; Yeh, 2005, p.9). In only two cases did respondents report that their programme had included textbook selection and evaluation; in no case did a respondent indicate that the course attended had included a section on appropriate ways of using textbooks and adapting the materials they contain. Even so, all of the respondents expressed dissatisfaction with the teachers' guides that accompanied locally produced textbooks and six of the ten also expressed dissatisfaction with the students' books. One of the four who were relatively satisfied with locally produced textbooks noted that this was largely because they included what she considered to be useful repetitive practice; the other three indicated that locally produced textbooks could be relied on to follow the curriculum guidelines. The criterion-referenced evaluation of a selection textbooks produced in Taiwan that was conducted as part of this research project indicates some serious weaknesses, including the fact that they cannot be relied on to follow the curriculum guidelines (see *Chapter 5*).

Classroom management skills are an important aspect of all classroom-based teaching (see, for example, Crookes, 2003, p. 141; Shih & Chu, 1999, p. 5; Woodward, 1991, pp. 50-60). However, only three of the participants in this survey, all of whom had attended a PSETTP programme, claimed that classroom management had been included. Some of the problems that can result from

inadequate classroom management are indicated in the discussion of the lessons that were analysed as part of this research project (see *Chapter 6*).

Borg (2006, p.24) notes that teachers of languages need a range of skills that are in some ways different from those needed by other teachers. However, Crandall (2000, p.35) observes that prior learning experiences play a powerful role in shaping teaching practice, Breen et al. (2001, p.495) observe that experienced teachers appear to develop a personal repertoire of tried and preferred practices and Spada and Massey (1992, p.24) note that the three teachers in their study were unable to say with any certainty that their current teaching practices related in any direct way to the content of their methodology or teaching practice courses (see *Chapter 2*). In view of this, it is interesting to note that several of the teachers involved in this study, all of whom are homeroom teachers, reported that they rely heavily on their existing skills as teachers rather than on what they learned during their training course. This suggests that teacher trainers in Taiwan may need to bear in mind Crandall's (p. 35) observation that "preconceptions are remarkably resistant to change unless awareness of . . . prior learning is developed in the teacher education program" (See *Chapter 2*).

#### **4.7.2 In-service training**

A number of sources of in-service training are available to teachers in the form generally of one off workshops offered by cram schools (usually only for their own employees), local government and textbook publishers. Although these workshops, with the exception of those offered by textbook publishers and those offered by local government that focused on policy, were often considered useful by participants in this survey, particularly where they were taught by practicing teachers, and although they sometimes covered areas that appear to have been neglected in pre-service training, such as coping with learners with differing levels of proficiency, it was not felt that they could make up for the perceived deficiencies of pre-service training. Furthermore, since these workshops varied widely in quality, survey participants, all of whom reported having very busy working lives, were not generally highly motivated to attend those that were optional. However, the participant who had attended a one week workshop offered by a British training establishment believed that it had had a very positive

impact on her teaching and would recommend a course of this type (lasting longer if possible) to all teachers of English in Taiwanese primary schools, believing that such a course would not only help them to become more effective teachers, but also help them to select more appropriate textbooks for their students and to work more efficiently, thus saving time in the long run.

#### **4.8 Concluding comment**

This survey illustrates some of the problems that can be associated with relying on questionnaire-based surveys alone. Thus, for example, of the 143 positive responses in the questionnaire, 36 (one quarter) turned out, when subjected to investigation in the semi-structured interview, to be potentially misleading.

## Chapter 5

### **A criterion-referenced evaluation of a sample of textbooks produced in Taiwan for young learners of English**

#### **5.1 Introduction**

The survey reported in *Chapter 3* indicated that teachers of young learners of English in Taiwan rely heavily on textbooks that are produced locally and that many of them are concerned about the quality of these textbooks. This finding was reinforced by the survey reported in *Chapter 4*, in which the majority of the participants expressed dissatisfaction with the quality of students' books produced in Taiwan for young learners of English, and all of them expressed dissatisfaction with the teachers' guides designed to accompany these students' books.

The English curriculum guidelines that form part of the new *Grade 1~9 Integrated Coordinated Curriculum* (Ministry of Education (Taiwan), 2004) has led to the proliferation of textbooks produced in Taiwan for young learners of English. The guidelines recommend that teaching materials should promote understanding, cultivate communicative ability, include varied activities, a range of different types of text, and interesting, practical and lively topics and themes. In order to determine whether textbook writers are currently meeting these expectations, I analysed a sample of textbook series produced in Taiwan for young learners of English in terms of a range of effectiveness criteria derived from an overview of relevant sections of the curriculum guidelines (*section 5.2*) and a critical review of selected writings on the design of teaching materials for young learners of English (*section 5.3*). The effectiveness criteria are outlined (*section 5.4*), followed by an overview of each of the textbook series (*section 5.5*) and application of the criteria to the students' books (*section 5.6*) and teachers' guides (*section 5.7*). Finally, there is a more detailed language content analysis of three of the students' books, the first in each of the three series (*section 5.8*), followed by some concluding comments (*section 5.9*).

The series analysed are *Power up English*, published by Kaosiung City Education Bureau (Kaohsiung Elementary English Resource Centre, 2002, 2003, 2004), *Darbie, Teach Me!* published by Kang-xuan publishing company (Chen, 2004), and *English*, published by Nan-yi publishing company (Chen & Chiu, 2003, 2004). *Power up English* is widely used in Kaohsiung; the other two are widely used throughout Taiwan. *Darbie, Teach Me!* and *English* have both been officially approved by the Taiwan Ministry of Education. One of these textbook series, *Power Up English*, was used by teachers in four of the transcribed sample lessons discussed here; another, *Darbie, Teach me!* was used in another of them (see *Chapter 6*).

## **5.2 Relevant aspects of the English curriculum guidelines**

The Taiwan national curriculum guidelines have been translated and discussed in detail by Her (2007, *Chapter 4*) who notes that the overall emphasis is on communicative language teaching. These guidelines are explicit about the types of teaching material that are considered appropriate.

Within the Taiwan national curriculum guidelines themselves, there is a section headed *Teaching and materials guidelines* (Ministry of Education (Taiwan), 2004). In that section, readers are advised that local teaching materials should be used (i.e., teaching materials produced in Taiwan) and that topics and themes should be interesting, practical and lively, with topics being relevant to learners' daily lives and including reference to family, school, food, animals and plants, holidays and costumes, occupations, travel, and sport and leisure activities. Text-types should be varied and should include, for example, jazz chants, greeting cards, notes, letters, simple stories, short plays, riddles, jokes, cartoons, and comics. The communicative functions should include those associated with everyday conversation and social interaction such as *greeting, thanking, apologizing, agreeing, requesting, and asking for directions*. A section in the curriculum that deals with language components refers to the alphabet and to pronunciation (where it is recommended that good use should be made of phonics at junior high level). The vocabulary list, in an appendix to the curriculum guidelines, is made up of 2,000 words of which 1,200 (to be given priority) are

frequently used words. However, so far as primary school students are concerned, the expectation is that they should cover 300 words only. It is also noted that the vocabulary included in each teaching unit should be divided into words for recognition and words for production. It is noted that the sentence structures that are introduced should be essential and frequently used and that there should be a move from simple to complex constructions, these constructions being introduced in meaningful contexts and with an emphasis on fun and understanding. Attention should be paid to repetition and recycling.

Under the heading of *principles of materials compilation*, it is noted that both print and audio-visual materials are required, that all materials should be interesting, practical, simple and active, the emphasis being on varied communicative activities. It is also noted that each unit should include topics, sentence structures and communication functions in lifelike situations. Vocabulary, phrases and sentence patterns should be introduced gradually (moving from simple to complex) and there should be adequate opportunity for practice and review. The content should be easily understood and should include songs, dialogues, rhymes, letters, stories, plays, etc. as much as possible. Materials should be varied and should include videotapes, audiotapes, multi-media resources and books and pictures. English should be the medium of instruction as much as possible and learners should be given opportunities to listen and to speak in the context of both teacher-student and student-student interactions. Overall comprehension and expression should precede more detailed language practice.

A varied approach to assessment is recommended, with assessment being linked to the teaching objectives and including the work students do in class. At the elementary stage, formative assessment (including student portfolios) should be prioritised. The focus should not be on pencil and paper tests and scores.<sup>30</sup> The emphasis should be on: knowledge, critical thinking, skills and meaning. It is noted that it is important to develop individual learning portfolios, recording a

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<sup>30</sup> Notice, however, that a number of the participants in the training focused survey reported in *Chapter 4* indicated that paper and pen tests had been the focus of the assessment activities to which they were introduced during their pre-service training.

student's understanding at the beginning of a learning programme, the progress that he or she makes, and all of the learning activities in which he or she participated. In this way, with the addition of comments on a student's attitude and involvement in work, a rounded picture can be achieved.

### **5.3 Critical review of selected literature on the role and evaluation of textbooks for use in the teaching of languages**

Hutchinson and Torres (1994, p. 315) note that:

The textbook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries. . . . No teaching-learning situation, it seems, is complete until it has its relevant textbook.

As Skierso (1991, pp. 432-453) observes, very few teachers manage to teach without textbooks. Indeed, most teachers rely heavily on them in seeking to ensure to that students attain prescribed teaching goals and objectives. That this is the case so far as teachers of English in primary schools in Taiwan are concerned is indicated in the survey reports in *Chapters 3* and *4*. With specific reference to language teaching, Harmer (1998, p. 117) notes that textbooks not only give teachers ideas about what to teach, but also about how to teach, often functioning as a basic syllabus for a class. Thus, textbooks can reduce a teacher's workload and can also provide a link between school and home (Brewster & Ellis, 2002, p. 152). Furthermore, students often have strong expectations about using a textbook in the language classroom and believe that published materials have more credibility than teacher-generated materials (Sheldon, 1988, p. 237).

Cunningsworth (1995, p. 7) identifies a number of roles that textbooks can serve in the curriculum, including provision of (a) a syllabus based on pre-determined learning objectives, (b) an effective resource for self-directed learning, (c) an effective medium for the presentation of new material, (d) a source of ideas and activities, (e) a reference source for students, and (f) support for less experienced teachers who need to gain confidence. Although some educationalists believe that

there is a danger that inexperienced teachers may become over-reliant on textbooks, others argue that textbooks can actually save students from a teacher's deficiencies (O'Neill, 1982; Williams, 1983; Kitao & Kitao, 1997). Furthermore, it has been argued that textbooks can provide an important source of innovation and can support teachers through potentially disturbing and threatening change processes by introducing change gradually, creating scaffolding upon which teachers can build, and demonstrating new and/ or untried methodologies (Hutchinson & Torres, 1994, p. 323).

While there are many educationalists who point out the benefits of using textbooks in teaching additional languages, there are others who take a more negative view of textbooks. Sheldon (1998, p. 239) sees them as the "tainted end-product of an author's or a publisher's desire for quick profit", with many of them making false claims and being marked by serious theoretical problems, design flaws, and practical shortcomings. Fullan (1991, p. 70) notes that approved textbooks may easily become the curriculum in the classroom whilst failing to incorporate significant features of the policy or goals that they are supposed to address, the result being that a textbook may actually distract attention from behaviours and educational beliefs that are crucial to the achievement of desired outcomes. Allwright (1981, pp. 6-8), argues that textbooks are not only inflexible, but also generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors, and Levis (1999, p. 37) maintains that textbooks are culturally and socially biased and contain inauthentic language. So far as Cathcart (1989, p. 105) and Yule, Mathis & Hopkins (1992, p. 250) are concerned, textbooks do not present an adequate reflection of the language structures, grammar, idioms, vocabulary and conversational rules, routines and strategies that learners will need to use in the real-world.. However, as Widdowson (1998, p. 331) observes:

Learners of a foreign language should be made aware of . . . cultural conditions on real communication. . . . But the explicit teaching of communicative abilities which measure up to those of the communities whose language they are learning is quite a different matter.

I believe that an attempt to do so is to set an impossible and pointless goal whose only outcome is likely to be frustration. . . . It is the business of pedagogy to decide on what can be feasibly and effectively taught . . . so as to activate a learning investment for future use. Talk of real world communication is all too often a distraction.

In Taiwan, many researches have investigated teachers' perceptions of English textbooks at junior high school level (see, for example, Hsu, 2003; Kang, 2003; Li, 2003; Liu, 2002; Wang, 2004). There are also some studies of English textbooks at senior high school level (Chen, 2002; Chen, 2006, Cho, 2002; Yeh, 2003). These studies examine textbooks from different perspectives. Some researchers have focused on how textbooks are actually used in primary schools (Huang, 2004; Sun, 2000); at least one focuses on how the concept of multiple intelligences is reflected (Dai, 2002; Ma, 2003); the focus of another study is the extent to which textbooks used at primary level comply with the five goals for English learning (Five Cs) listed in the American National Standards for Foreign Language Learning, namely *Communication, Connections, Cultures, Comparisons and Communities* (Ma, 2003). One study compares the five textbooks that are most popular in Taichung and Miao-li County in terms of vocabulary, sentence patterns and themes (Chang, 2004); another, Lin (1997), focuses on vocabulary, noting that certain textbook series include much more vocabulary than is required in terms of the curriculum and that many of the words introduced are infrequently used. The majority of Taiwan-based studies of textbooks used in primary schools focus on teacher-related issues. Thus, for example, Huang (2004) reports that although samples of teachers who have majored in English perform better as teachers of English than do those who have not majored in English, there is no significant difference between the two groups in terms of choice of textbooks. He did not, however, take any account of the nature of the training in English teaching that participants in the study had had. In analysing the interaction between teaching and phonics-based children's textbooks, Sun (2000) notes that teachers' expertise plays a key role in both selection and use. Chen & Chien (2003) examined thirteen textbooks approved by Taiwan Ministry of Education, noting that they focus more on American

cultures than on those of other English-speaking countries.

According to Yeh (2005, p. 6), some of the problems with existing textbooks relate to the misuse, inappropriate use and inconsistent use of language, a focus on grammar rather than communication, and an avoidance of lexical and grammatical complexity that leads to unnatural dialogue, and artificial and unhelpful pronunciation practice.

A number of evaluation checklists that are intended to be applicable irrespective of context have been developed (see, for example, Byrd, 2001; Chambers, 1997; Cunningsworth, 1984, 1995; Ellis, 1997; Harmer, 1998, 2001; Miekley, 2005; Sheldon, 1988; Skierso, 1991; Tsai, 1999; Ur, 1996; Williams, 1983). These generally include factors such as physical characteristics, methodology, consistency with the overall curriculum, and extent to which teacher needs are met, as well as linguistic and cultural content, skills, topics, and gender representation. Cunningsworth (1995) divides evaluation criteria into eight categories - *aims and approaches, design and organization, language content, skills, topics, methodology, teacher's books, and practical considerations* – and attaches a series of questions to each. An important aspect of language textbooks, one that is however seldom referred to explicitly, is the quality and role of illustrations. With reference to the illustrations included in language textbooks designed for young learners, Yu-Chang (2007, p. 124) observes that they should be “clear and uncluttered, should avoid potential areas of confusion and should convey the concepts being presented”. She also refers to the fact that illustrations should be active and to the importance of gender balance.

Cunningsworth and Kusel (1991, p. 128) note that teachers' guides are important in that they can contribute greatly to achieving a good standard of teaching through the provision of an explicit rationale, information about the language, and teaching procedures. Teachers' guides can “take the teacher step by step through every stage of every unit” (Cunningsworth, 1984, p. 52) and should, according to Cunningsworth and Kusel (1991, p. 134), provide guidance not only on what to do, but also on how to do it. In order to meet the needs of more experienced teachers as well as less experienced teachers, teachers' guides need to include a

range of optional activities and interesting raw materials (Hitomi, 1997, p. 244). Furthermore, good teachers' guides can support non-native speaking teachers and boost their confidence (Coleman, 1985, p. 84). It is therefore important also to evaluate the teachers' guides that accompany textbooks as well as the textbooks themselves.

Referring particularly to the Taiwanese context, Shih (2000) provides a set of criteria for textbook evaluation which includes seven headings: *textbook overview*, *language components*, *language skills*, *physical features*, *instructors' manuals*, *students' assignments* and *supplementary materials*. Another list of criteria, prepared by the National Institute for Compilation and Translation (2001) is more specific, including a range of questions relating, for example, to whether a textbook complies with overall educational concerns, whether it conforms to the national curriculum guidelines, whether the framework of the units is clear, and whether topics and functions of language are well presented (Yeh, 2005, p.6). The specific areas for evaluation included there are outlined below:

- Consistency with the content and spirit of the primary education grade 1-9 curriculum guidelines;
- Consistency with the fundamental concepts, competence indicators, teaching materials guidelines and editing principles of the English curriculum guidelines;
- Consistency with developing trends in teaching methodologies;
- Consistency with the procedures for materials development (planning, editing, testing and revising);
- Inclusion of accurate, natural and fluent language;
- Inclusion of appropriate progression from simple to complex, that is, involving an upwardly spiralling model with adequate review units which offer students opportunities to practice;
- Inclusion of multi-layered topics and genres, interactive practice activities, and a focus on students' needs and interests;

- Involving an appropriate level of difficulty and including a range of teaching activities to accommodate students at different levels of proficiency;
- Inclusion of materials and activities that have a genuine communicative intent and provide authentic language in a real context;
- Inclusion of an appropriate balance of skills, with listening, speaking, reading and writing being developed equally at Junior High School level;
- Prioritisation of vocabulary from the 1,000 word list in the curriculum guidelines;
- Including pronunciation teaching (with relevant tapes or CDs), a focus at primary school level on the relationship between letters and sounds, and a focus on phonics at Junior High level;
- Having clear print and good and relevant illustrations and photographs.

There are many possible sources of evaluation criteria for textbooks and teachers' guides. However, some of those that are available are too general for my current purposes, while others are too specific. As Sheldon (1988, p. 242) observes: "any culturally restricted, global list of criteria can never really apply in most local environments, without considerable modification", therefore "[we] can be committed only to checklists or scoring systems that we have had a hand in developing, and which have evolved from specific selection priorities". A number of different sources have contributed towards the development of criteria for textbook evaluation developed here. So far as the evaluation of teachers' guides is concerned, the criteria developed draw upon those proposed by Coleman (1985), Cunningsworth and Kusel (1991), Donoghue (1992), Gearing (1999), and Miekley (2005).

#### **5.4 The criteria used for evaluating students' books and associated materials**

So far as student's textbooks and associated materials are concerned, the criteria used here are divided into eight categories: *appearance, durability and organisation; language content; text-types and genres; cultural content; tasks and activities; quality and relevance of illustrations; interest level* (including

imagination and humour); and *quality and quantity of supplementary resources*. Associated with each of these categories are one or more questions. As indicated below, these criteria, except in the two instances indicated in a footnote, are related to the sources discussed in 5.2 and 5.3 above although the specific questions included under each heading frequently expand on the material included in the sources.

***Appearance, durability and organization*** (See Cunningsworth, 1995; Shih, 2000)

- Is the book attractive, robust and easy to follow? (See Shih, 2000)
- Can the material be divided into sections that are appropriate in terms of the time available for each lesson?<sup>31</sup>
- Is there an appropriate amount of material overall to provide for between one lesson and three lessons each week?

***Language content*** (See 5.2 above: *English curriculum guidelines*; Cunningsworth, 1995; Shih, 2000)

- Is the language content consistent with the curriculum guidelines (i.e., with that section of the Grade 1-9 curriculum guidelines that applies to elementary schooling)?  
(See Fullan, 1991, p, 70; Yeh, 2005, p.6)
- Is the language content accurate?  
(See Yeh, 2005, p. 6)
- Is the language content situationally appropriate?  
(See Yeh, 2005, p. 6)
- Is the language content adequately contextualised?  
(See Yeh, 2005, p. 6)
- Is revision and integration incorporated into the planning cycle?  
(See Yeh, 2005, p. 6)

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<sup>31</sup> This criterion and the following one relate to the discussion of the discussion of the time available for lessons at different stages as indicated by Her (2007, pp. 94-95) in her discussion of the Taiwanese curriculum guidelines for English.

***Text-types and genres*** (See 5.2 above: *English curriculum guidelines*)

- Is there a variety of genres (e.g., instructing, recounting) and text-types (e.g., songs, stories) and is that variety consistent with specification in the curriculum guidelines? (See Yeh, 2005)
- Are both written and spoken texts included? (See Yeh, 2005)
- Are the texts coherent and appropriately structured? (See Yeh, 2005)
- Is the language of the texts appropriate in terms of overall level and lesson objectives? (See Yeh, 2005)

***Cultural content*** (See 5.2 above: *English curriculum guidelines*)

- Is the material culturally appropriate, particularly in terms of the age of the learners? (See Ma, 2003)

***Tasks and activities*** (See 5.2 above: *English curriculum guidelines*)

- Are the tasks and activities directly relevant to the main teaching points? (See Yeh, 2005)
- Are the tasks and activities consistent with the curriculum guidelines (i.e., interesting, varied, age-appropriate, appropriate in relation to different learning styles and appropriate in terms of skills balance and the differing proficiency levels typical of the composition of a Taiwanese primary class)? (See Yeh, 2005)

***Quality and relevance of illustrations*** (See Yeh, 2005)

- Do the illustrations genuinely support the language? (See Yeh, 2005)
- Are the illustrations appropriate in terms of the age of the learners? (See Yeh, 2005)
- Is there an appropriate gender balance? (See Yu-Chang, 2007)
- Are the illustrations static or active? (See Yu-Chang, 2007)

***Interest level*** (See 5.2 above: *English curriculum guidelines*)

- Are the materials likely to interest the learners (e.g., is the material relevant to the lives of the learners and is imagination and humour used in ways that are likely to appeal to the learners?) (See Yeh, 2005)

### ***Quality and quantity of supplementary resources***

- Are homework and supplementary practice materials provided? (*See* Hitomi, 1997, p. 24; Shih, 2000)
- Are audio-visual materials, cue cards, posters, charts, and other teaching aids provided? (*See* Yeh, 2005)
- Are the supplementary materials adequate to support the learning objectives? (*See* Hitomi, 1997, p. 244)
- Do the supplementary resources accommodate the varying needs of learners? (*See* Hitomi, 1997, p. 244; Shih, 2000)

So far as teachers' guides are concerned, the criteria are divided here into the following categories: *appearance, durability, organization and user-friendliness; aims and objectives; procedural and methodological information; assessment of learning; ideas for review and extension activities*. As in the case of the criteria relating to textbooks, these criteria are related to the sources discussed in 5.2 and 5.3 above. Once again, the specific questions included under each heading frequently expand on the material included in the sources.

### ***Appearance, durability, organization and user-friendliness*** (*See* Shih, 2000)

- Is the guide attractive and durable? (*See* Shih, 2000)
- Is the layout clear and easy to follow? (*See* Cunningsworth and Kusel, 1991; Coleman, 1985, p. 84).
- Is the language used in the guide easy to understand? (*See* Cunningsworth and Kusel, 199; Coleman, 1985, p. 84).
- Is there an exercise answer key? (*See* Hitomi, 1997, p. 244; Coleman, 1985, p. 84).
- Are potential areas of difficulty identified and is advice on coping with them provided? (*See* Cunningsworth and Kusel, 1991; Coleman, 1985, p. 84).
- Is there appropriate rationale and explanation for the inclusion of particular approaches, techniques, activities, exercises, tasks, activities,

and cultural aspects? (See Harmer, 1998 p. 117; Cunningsworth, 1995, p. 7; Coleman, 1985, p. 84).

- Is there useful linguistic information about the language focus points? (See Coleman, 1985, p. 84).
- Is there useful information about learning strategies and learning styles? (See Yeh, 2005)

***Aims and objectives*** (See 5.2 above: *English curriculum guidelines*)

- Is there a clear statement of overall aims? (See Cunningsworth, 1995)
- Are the learning objectives clearly stated and consistent with the curriculum guidelines? (See Cunningsworth, 1995, p. 7)

***Procedural and methodological information*** (See Cunningsworth & Kusel, 1991)

- Is there clear and appropriate guidance on each of the following:

lesson staging and sequencing; teaching methodologies (including concept introduction, concept checking, response to learner errors); use of the resources provided (e.g., videotapes, cue cards, posters); setting up, timing and running activities; ensuring that all learners have an opportunity to contribute; providing encouragement and support for learners of different types and with different proficiency levels (See Cunningsworth & Kusel, 1991)

- Is the advice provided suitable for both experienced teachers and less experienced teachers? (See Cunningsworth, 1995, p 7; Hutchinson & Torres, 1994, p. 323; Cunningsworth & Kusel, 1991)

***Assessment of learning*** (See 5.2 above: *English curriculum guidelines*)

- Is there clear and appropriate guidance on ongoing and cumulative assessment of learning? (See 5.2 above: *English curriculum guidelines*)

***Ideas for review and extension activities*** (See 5.2 above: *English curriculum guidelines*)

- Are there adequate review and extension exercises (with an answer key)?  
(See Hitomi, 1997, p. 244; Shih, 2000)

### 5.5 The textbook series analyzed

The criteria listed above are applied here to three textbook series: *Power up English* (Kaohsiung Elementary English Resource Centre, 2002), *Darbie, Teach me!* (Chen, 2004) and *English* (Chen & Chu, 2003, 2004).

The *Power up English* series has 8 volumes, which are intended for primary school students from grade 3 to grade 6. It includes students' books, teachers' books, workbooks, CDs, posters, flashcards and sentence cards.

Each of **Volumes 1 - 4** contains 7 units, 2 reviews and 1 'holiday' unit, the holiday unit focusing on national celebrations such as Christmas and New Year. Each unit has two lessons, each of which has five lesson segments: *Talk with me*; *Key words*; *Practice with me*; *Chant with me*; *Work with me*.

The lesson stages (as indicated in the teachers' guides) are:

**Level 1:** *Warm up*; *See the pictures and listen to the story*; *Introduce the new words*; *Introduce the sentence structures*; *Practice the dialogue*

**Level 2:** *Warm up*; *Song (Chant) teaching*; *Listening and speaking practice*; *Review the homework*; *Supplementary vocabulary teaching*

Each of **Volumes 5 - 8**, contains 10 units, 2 reviews and 1 'holiday' unit. Each unit is divided into 4 lessons, with 6 activities in the students' books as follows: *Talk with me*; *Key words*; *Practice with me*; *Chant (Sing) with me*; *Work with me*; *Read with me* (short paragraph). The lesson stages are:

**Level 1:** *Warm up*; *See the pictures and listen to the story*; *Introduce the new words*; *Practice the dialogue*

**Level 2:** *Warm up*; *Introduce the sentence structures*; *Practice the sentence structures*; *Song (Chant) teaching*

**Level 3:** *Warm up; Introduce the short article; Reading activity*

**Level 4:** *Warm up; Listening and speaking practice; Reading and writing practice; Review*

***Darbie, Teach me!*** has 8 volumes, which are intended for primary school students from grade 3 to grade 6. Each volume has a students' book, a teachers' book, a workbook, paper dolls, CDs, classroom video cassettes, posters (main texts, songs and chants), and flashcards (vocabulary and sentence patterns). The main character in each series is a bird called *Darbie*. Each volume contains 6 main units and 3 review units. Each unit is divided into 4 lessons with 5 lesson segments as follows: *Let's listen; Let's learn; Let's repeat; Let's read; Let's sing*

The lesson stages as indicated in the teachers' guide are as follows:

**Level 1:** *Warm up; Let's learn: Words for production; Let's learn: pattern A; Assignment*

**Level 2:** *Warm up & review; Let's learn: words for recognition; Let's Learn: pattern B; Let's Chant; Assignment*

**Level 3:** *Warm up & review; Let's listen; Let's repeat; Let's read; Assignment/ Workbook sections 1 – 2*

**Level 4:** *Warm up & review; Let's listen & role play; Workbook: section 3-5; Let's sing; Assignment*

**Level 1 (review):** *Review chants; Let's talk; Let's say; Assignment*

**Level 2 (review):** *Review vocabulary and patterns; Let's play; Workbook; Review songs; Assignment*

***English*** has 4 volumes, which are intended for primary school students from grade 5 to grade 6. Each volume has students' books, teachers' books, workbooks, puppets, CDs, video cassettes, posters (situational pictures, songs and chants), and flashcards. Each volume contains 9 units. Each unit is divided into 4 lessons with 5 segments as follows: *Look and Listen; Listen and Speak; Learn Useful Expressions; Learn and Practice; Learn and Chant/ Sing/Rhyme*

The lesson stages as indicated in the teachers' guide are as follows:

**Level 1:** *Warm up; Presentation; Introduction of characters; Wrap-up; Assignment*

**Level 2:** *Warm up; Presentation (Look and Listen) (Listen and Speak); Learn and Sing; Wrap-up; Assignment*

**Level 3:** *Warm up; Presentation; Wrap-up; Assignment*

**Level 4:** *Warm up & Review; Presentation; Wrap-up; Listening Practice; Assignment*

## **5.6 Evaluating the students' books for each series as a whole**

### **5.6.1 Appearance, durability and organization**

None of the textbooks in the three series is made of high-grade, durable paper. The covers are made of light cardboard and are easily torn. The layout is not easy to follow, with different sections often lacking clear headings. So far as the amount of material included is concerned, there are problems in each case. Although each unit has a number of different sections (making it possible to cover one or more sections in each lesson), the books vary widely in terms of the amount of material included and in terms of the length of each unit, although the assumption is that each textbook is appropriate for one teaching semester.<sup>32</sup> Given the fact that learners progress at different rates and in different ways and given the fact that learners in different schools may have a different number of teaching sessions each week, it is to be expected that textbook writers would clearly indicate how the necessary flexibility is to be managed.<sup>33</sup> None of these books does this.

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<sup>32</sup> Thus, for example, in volumes 1 – 4 of *Power up English*, there are 7 units with 4 'lessons' per unit in each volume, in addition to two review units and one 'holiday' unit. Even if all of the material in a single 'lesson' (with the exception of homework) could be covered in one 40 minute class period (which would be almost impossible), it would take 31 weeks to cover the material. On the other hand, in volumes 1 – 4 of *Darbie, Teach Me!*, there are, in each volume, 6 units, with four 'lessons' per unit, plus 3 review units. If each 'lesson' could be covered in one forty minute teaching session (which, once again, would be almost impossible), it would take 27 sessions to cover the material.

<sup>33</sup> In fact, however, according to the curriculum guidelines (Ministry of Education) and the Kaohsiung local government, students in grades 3 and 4 should have one session each week in each of the two semesters (a total of 40, 40 minute sessions) and students in grades 5 and 6 should have 2 or 3 sessions (of 40 minutes each) (<http://www.csps.kh.edu.tw>, January, 2007).

So far as appearance is concerned, the textbooks are, from my perspective, unattractive, including cartoon characters rather than representations of real children. Although the books are colourful, the colours do not appear to be functional in that they are not distributed in a way that contributes to the overall meaning of the text, something that, for example, Doonan (1993, p. 7) considers to be of importance. Although the words are printed in a size that should make them easy to read, the actual print is light and does not stand out against the background, tending to be swamped by the colour pictures against which they are set. Because the attractiveness of books may be assessed very differently by adults and children, I asked 6 nine-year old Taiwanese students who are familiar with the books for their response to them. They all agreed that the textbooks were not particularly attractive to them. They found the illustrations sometimes funny but generally boring. All of them added, however, that they did not expect textbooks to be particularly attractive. In fact, they were more anxious to express their views about the content of the books in relation to the teaching and learning function. They were all extremely critical of the artificiality of some of the situations portrayed.<sup>34</sup>

### **5.6.2 Language content**

The language content of the three series is generally consistent with the Grade 1-9 curriculum guidelines in an overall sense. There are, however, a number of instances of inaccurate language and many instances of inappropriate language in each of the three series. Thus, for example, in *Do you like fried chicken?* (Volume 1, Unit 6, *Power up English*), *Do you like . . . ?* is used in a context in which *Would you like...?* would be more appropriate given that a mother is likely to know the food likes and dislikes of her child, and given the nature of the response (see *Figure 5.1*)

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<sup>34</sup> All of the children drew attention to the fact that some situations portrayed would be very unlikely to happen. For example, one of the children observed that they would not introduce their school teachers to parents or friends (as happens in Volume 1 of *Darbie, Teach Me!* and *Power Up English*). Another noted that a waitress would never serve whole apples to customers in Taiwan (as happens in Volume 1 of *Power up English*). They also found many of the dialogues to be ‘silly’.



**Figure 5.1: Example of inappropriate language selection from *Power up English, Volume 1, Unit 6***

In the case of all three series, the primary focus is on decontextualised dialogue snippets that have no obvious function other than that of including the language points that are in focus. Here is an example:

*Good afternoon.*

*Good afternoon.*

*Is it a marker?*

*No, it isn't. It's an eraser.*

*Is it a ruler?*

*Yes, it is. Darbie Teach Me!, Volume 1, Unit 3, pp. 28-29.*

Although all of the textbooks include revision/ review sections, there is no genuine integration of new and familiar language. In general, each new unit introduces the language in focus, including aspects of the language introduced earlier only where this is unavoidable. Thus, there is no overall sense of cumulative progression.

### **5.6.3 Text-types and genres**

There is no real range or balance of genres and text-types in any of the textbooks. In addition to introductory dialogue snippets (almost always extremely artificial),

the texts are generally songs and chants, which are usually made up of segments of language introduced in earlier dialogue snippets (with, sometimes, the addition of vocabulary and/ or structures that have not been introduced earlier). In general, communication is confined to a series of questions and answers with occasional comments or suggestions:

Barbie, I'm hungry.

What time is it?

It's twelve o'clock.

Yeah! It's time to go home.

See you tomorrow. *Power Up English*, Volume 2, Unit 4, p.13.

*What time do you usually get up?*

*I get up at six o'clock.*

*What time do you usually eat breakfast?*

*I eat breakfast at six-fifteen.*

*That's early, too. Why are you often late for school?*

*Well, I...I don't know. Power up English*, Volume 5. Unit 1, p.2.

Even in the later volumes, this type of presentation is the dominant one in *Darbie*, *Teach Me!* and *English*.

*How much is this, please?*

*Let me see. It's very cheap. It's only sixty dollars.*

*How much are they? They're one hundred dollars each.*

*One hundred dollars? That's pretty expensive.*

*Can I get one?*

*Sorry, we don't have money. I'm sorry.*

*It's all right. English*, Volume 4, Unit 2, pp. 18-19.

In *Darbie*, *Teach Me!* one narrative paragraph occurs and there are several comic-strip narratives. In the case of the narrative paragraph, the overall aim is clearly to teach past continuous/ progressive. Although some attempt has been made to

provide an overall narrative structure, the dénouement is unlikely to be of any particular interest to the learners:

*There was an earthquake last night. Darbie and Andy were mopping the floor at that time. Betty and her father were doing the dishes. David was taking a shower. They were all scared, but Judy was not. What was she doing? She was sleeping! Darbie, Teach Me! Volume 8, Unit 4, pp. 36-37.*

In *English*, one instruction paragraph occurs. The overall aim is clearly to teach imperative sentences.

*Come on in. Let's make a jack-o'-lantern! This is a pumpkin. Cut a hole around the top. Take out the seeds. Cut two eyes, a nose, and a mouth. Put a candle in it. Now we have a jack-o'-lantern! English, Volume 4, Unit 3, pp. 34-35.*

In volumes 5-8 of *Power Up English*, there is a reading section in each unit (example below):

#### ***Harry Was Hurt***

*Harry likes to play basketball very much. One day when he was playing basketball in P.E. class, he fell down and broke his leg. His mom took him to the hospital. "Uh-oh! You broke your leg. Now you have to stay in the hospital until you get well", said the doctor. Harry feels very sad now because he can't watch TV and play basketball for a while. Power Up English, Volume 7, Unit 3, p. 23.*

#### **5.6.4 Cultural content**

In each of the three textbook series, there are some references to Taiwanese cultural activities that are likely to be of interest to learners. Thus, for example in *Power up English*, there are descriptions of a dragon boat race and the moon festival as well as references to typical Taiwanese foods and some of the tourist attractions of Kaohsiung. There are very few references to activities associated with the culture/s of native speakers of the target language. In *Darbie, Teach me!*

reference is made to the moon festival (Taiwanese culture) and April Fool's Day (target culture). In *English*, reference is made to Christmas and Mother's Day. Overall, these textbooks confine themselves, so far as culture is concerned, largely to festivals. They do not, for example, introduce the learners to the fact that different cultures may treat different types of animals as pets or include characters from the target culture/s. Culture is not treated as something that relates to a range of every-day activities.

### 5.6.5 Tasks and activities

Most of the tasks and activities in the three textbook series are directly relevant to the main teaching points. They are, however, extremely limited in type, generally involving little more than routine, repetitive verbal drilling, often thinly concealed as games. There is little variety in the activities and almost no account is taken of different learning styles or proficiency levels. Although there are, in all three series, some activities involving pair-work and group work, these activities tend to be repetitive and competitive rather than communicative. An example is the following review activity, which seems to have no function other than to practice a sentence structure.

 **Review Corner**

small hands	big ears	<b>Start</b> →	small face	small mouth				
big face				big nose				
small eyes				small ears				
big hands				big mouth				
small face				small face				
small mouth				big eyes				
big nose				small hands				
big eyes				big ears				
small ears				big mouth	big face	small eyes	small nose	big eyes

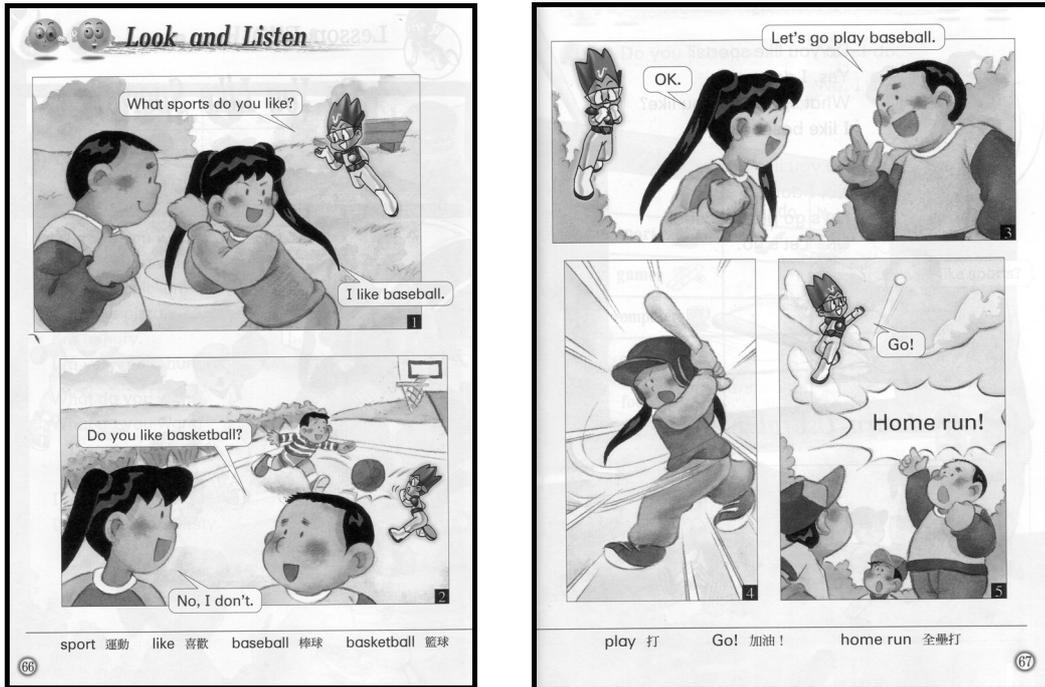
42

**Figure 5.2: Example of a non-communicative group activity from *Darbie, Teach Me! Volume 4, Unit 4, p.42***

Overall, the tasks and activities are unlikely to be of any real interest to the learners and the fact that they are so similar from one unit to the next is likely to lead to boredom. Although each of the textbooks claims to include an integrated skills focus, most of the tasks and activities involve listening and speaking, copying letters or filling in missing sections in sentences.

#### **5.6.6 Quality and relevance of illustrations**

As Newton (1985, p. 21) observes: “While pictures in textbooks can aid comprehension of the text and encourage reading, pictures themselves have to be ‘read’. The use of an inappropriate illustrative style may neither facilitate comprehension nor encourage textbook use.” So far as all three of these textbook series are concerned, the illustrations often do little to reinforce meaning. One of the critical problems is the fact that the authors often use a single illustration rather than a series of illustrations in association with a dialogue snippet involving several turns in which each turn involves a different language point. Furthermore, the same textbook segment may contain two different but related constructions, neither of which is appropriately illustrated. Thus, for example, in the following extract from *English*, neither *What X (plural) do you like?* nor *Do you like X (singular)* is adequately illustrated. In addition, in the case of *Let’s go play baseball* and *okay*, the response is to the left rather than the right of the comment. The fact that critical words are translated into Chinese (see the foot of each page) indicates a lack of confidence in the efficacy of the illustrations and an expectation that the meaning of new language will be conveyed through translation.



**Figure 5.3: Example of a dialogue snippet involving several turns with a different language point from *English, Volume 3, Unit 8, pp. 66-67***

Where several illustrations are used, they do not necessarily contribute to the primary language focus. Thus, for example, although there are several illustrations in the extract below from *Darbie, Teach Me!* they do not contribute in any effective way to conveying the meaning of the adjectives ‘brave’, ‘smart’, ‘nice’ and ‘funny’ (the main focus of the lesson). The use of ‘mirror image’ language, no doubt intended to add to the interest of the section, is both unmotivated and distracting.



**Figure 5.4: Example of unclear relationship between words and illustrations from Darbie, Teach Me! Volume 5, Unit 4, pp. 36-37**

In the following example, the illustrations are more likely to be confusing than enlightening<sup>35</sup>:

<sup>35</sup> *Hurt* is more difficult to illustrate/demonstrate than, for example, *cut*. Introducing a general term such as 'hurt' is not a straightforward matter. There is nothing in the illustrations that helps make a distinction between the two questions *What's wrong?* and *Are you okay?*. Also the actual sequence of the dialogue is illogical. The girl asks if the boy is OK after he says that he has hurt his hand.



*Figure 5.5: Example of a picture sequence from Power Up English, Volume, 2, p.27*

Many of the illustrations cannot be said to support meaning in any direct way. Furthermore, the illustrations are all of cartoon characters who appear in almost all cases to be considerably younger than the students who are likely to use the books. Furthermore, where the illustrations involve action, it is generally boys rather than girls who are involved in that action, and even where activities are involved, the illustrations tend to be static rather than dynamic.<sup>36</sup>

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<sup>36</sup> An example of an illustration that is dynamic in the sense that movement is clearly indicated is the following one that is included in teaching materials designed by my PhD supervisors:



### 5.6.7 Interest level

In each of the three textbook series, there are songs, chants and games. However, most of them are little more than vehicles for formulaic, repetitive language practice.

In each case, an attempt has been made to create a character that is likely to be of interest to the learners – Darbie, a talking bird in *Darbie, Teach Me!*; Bobbie, a chubby boy in *English*. In the case of the character Bobbie, the attempt at humour is misplaced and inappropriate. Bobbie is short and overweight and is constantly in trouble, arriving at school late and being unable to succeed at games. This type of characterisation is both insensitive and inappropriate and is highly unlikely to encourage the development of empathy. This attempt at humour, while it may appeal to some learners, is misguided and heavy-handed.

Much of the material is dull, largely irrelevant to the lives of the learners, and almost wholly lacking in imagination and genuine humour (as is indicated in the following extract from *Darbie, Teach Me!*).

Taiwan is a nice place. It has four seasons. It is warm in spring. We can see many flowers, bees and butterflies. It is very hot in summer. We can eat watermelon and mangoes. It is cool in fall. We can go bird-watching. It is not very cold in winter. We cannot go hiking. But...we can eat hot pot.

*Darbie, Teach Me!* Volume 7, Unit 1, pp. 8-9

### 5.6.8 Quality and quantity of supplementary resources

Each of the three textbook series provides audio-visual materials, cue cards, posters, and charts. These are generally useful and well presented, with the exception of tapes and CDs which, although they provide opportunities for the learners to listen to the dialogue snippets, are (necessarily) no more interesting than the dialogue snippets themselves.

Each of the series includes homework activities. However, in *Power Up English*, these activities are unvaried, consisting in almost all cases of a request that learners should read sentences and dialogues to their parents and ask their parents

to sign their names to signal that these activities have been completed.<sup>37</sup> In *Darbie, Teach Me!* and *English*, the activities are more varied. Although they often involve little more than reviewing or previewing lesson materials, there are a few more interesting activities, such as preparing stage props for a role-play. In *English*, students are assigned tasks such as finding out the English names of their classmates and recording themselves as they read so that they can establish and maintain individual learning portfolios.

The supplementary materials are not designed in such a way as to accommodate the differing needs of learners who have different learning styles or different proficiency levels. The assumption is that all of the learners will, irrespective of differences, take part in the same activities in the same ways.

## **5.7 Evaluating the teachers' guides for each series as a whole**

In each case, the teachers' guides are very similar in content and do little more than guide teachers through the resources without providing them with any genuine rationale for their design, organisation and presentation (except for the assertion that they conform to the national curriculum guidelines).

### **5.7.1 Appearance, durability, organization and user-friendliness**

The print of the teachers' guides that accompany *Power Up English* and *Darbie, Teach Me!* is darker than it is in the students' books and therefore easier to read. In *English*, on the other hand, the print is as light as it is in the students' books. All of the teachers' guides are written in Chinese. All of them include an exercise answer key. Although the teachers' guide that accompanies *English* identifies a few typical problems that learners of English in Taiwan are likely to experience (e.g., distinguishing between /m/ and /n/) and suggests ways of approaching these problems, *Power up English* and *Darbie, Teach Me!* make no attempt to provide teachers with approaches to problem resolution.

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<sup>37</sup> Quite apart from the fact that these activities are so unvaried, there are issues relating to the fact that some of the learners will not have parents and some will have parents who are unwilling or unable to participate in these activities. Once again, a surprising lack of sensitivity is exhibited here.

There is an almost total absence of any rationale for, or explanation of, the inclusion of particular approaches, techniques, and tasks. None of the teachers' guides provides useful information about the main teaching points or any indication of ways in which teachers could attempt to accommodate learners with different learning styles or differing proficiency levels. None of them provides useful information about concept introduction or concept checking, and there is very little, even in *English*, about typical errors or about error correction. None of them includes a section dealing with communicative language teaching (something that is central to the curriculum guidelines). None of them is sufficiently flexible to accommodate the differing needs of experienced and less experienced teachers.

### **5.7.2 Aims and objectives**

In each unit of each of the teachers' guides, there are clear statements of overall aims and learning objectives and these are generally consistent with the curriculum guidelines. It is, however, important to stress that it does not follow from this that the learning objectives are well organised and integrated or that the materials adequately support the aims and objectives

### **5.7.3 Procedural and methodological information**

Although each of the teachers' guides includes information on lesson staging, this takes the form of little more than a reinforcement of the order in which materials are presented in the textbook. There is no discussion of why the materials are organised as they are, no discussion of different ways of presenting materials (e.g., pre-teaching some of the vocabulary), no discussion of the distinction between controlled practice and freer practice. There is no discussion in any of the teachers' guides of ways in which new language can be introduced and the meaning clarified, no discussion of ways of checking on understanding, almost no discussion of potential areas of difficulty for learners, typical learner errors, or of when it is appropriate to correct learner errors and how error correction can be approached. There is no clear indication of how to set up, run and time activities or of how to attempt to ensure that all learners are given an opportunity to contribute (without putting them under inappropriate pressure), no indication of how to modulate praise and avoid negative criticism, no discussion of the ways in

which activities can be adapted to accommodate the differing needs and interests of learners, no inbuilt flexibility that allows for teachers with differing levels of experience and expertise to deal with the materials in different ways. There is, however, a clear indication in each of the teachers' guides of when it may be useful to introduce each of the supplementary resources.

In none of the teachers' guides is there any specific guidance on ways of activating students' background knowledge before the introduction of a text or mini-dialogue. Nor is there any discussion of previewing, skimming, scanning, summarizing, or any other approaches to reading. So far as dialogues are concerned, the only advice is that teachers should play the relevant CD two to three times, and ask the questions included in the students' textbooks. So far as vocabulary is concerned, teachers are advised to make use of supplementary materials, such as posters and flash cards, but are not provided with examples of useful concept introduction or concept checking questions. In the case of new structures, there is generally very little supporting material, the expectation appearing to be that simply including these structures in dialogues will somehow guarantee that they are understood and/or that teachers will simply translate the dialogues into Chinese. The type of language practice that is promoted is almost wholly non-communicative, with the emphasis being on repetitive, decontextualised question and answer practice (in which it is almost always the teacher who asks the questions).

Only in the case of the teachers' guide for *English* are teachers provided with some useful classroom language. However, many of the instructions are given in groups rather than individually (making them much more difficult for learners to follow) and include language to which learners have not yet been introduced.

I'll give each of you a scrap of paper with one word or phrase on it. Please copy down and write it on a piece of paper in A4 size. Remember to rewrite the word or phrase. Bring it to school next time. *English*, Volume 4, Unit 5, p. 127.

#### **5.7.4 Assessment of learning**

Each of the teachers' guides includes some discussion of assessment. In the teachers' guide for *Darbie, Teach Me!* there are some examples of assessment activities, such as role play, song competitions, association of words and pictures, and cartoon dialogue creation. However, there is no discussion of concept checking, a critical part of ongoing assessment of learning. In the case of *Power Up English*, the teachers' guide discusses activity-style assessment using, for example, competitions involving songs and chants and refers to classroom-based observation but provides no examples. It also discusses evaluation by parents, something that is likely to be of genuine concern to many educationalists. In the teachers' guide for *English*, there are a number of assessment checklists – an activity-style evaluation checklist, a classroom observation assessment checklist, a self-evaluation checklist, an individual portfolio assessment checklist, and a progressive assessment checklist. All of these are based on assessment guidelines provided by the Ministry of Education (Shih, Chou, Chen, Chu, Chen & Yeh, 1999). These checklists are not discussed in relation to the material in the textbook and no guidance is given about what might be considered 'excellent', 'fair' or 'poor'.

#### **5.7.5 Ideas for review and extension activities**

There are no adequate review and extension exercises, most of the exercises simply involving copying or drilling practice, and review being largely confined to separate units rather than being integrated. There is, however, an answer key in the case of all of the teachers' guides.

### **5.8 Detailed evaluation of three textbooks in relation to language content**

In order to provide a clearer picture of exactly what is included in these textbooks, I provide here a more detailed analysis of the language content of the introductory textbook in each of the three series.

#### **5.8.1 *Darbie, Teach Me!* Volume 1: Language content analysis**

An outline of the language content of *Darbie, Teach Me!* Volume 1 is provided below (see *Tables 5.1* and *5.2*).

**Table 5.1: Darbie, Teach Me! Volume 1 – Content overview**

Unit/ Title	Main Text	Additional Teaching Point/s	Chant/Song
<b>Unit 1</b> <i>My name's Darbie</i>	<b>Two girls and one boy:</b> <i>Hi, Judy! How are you?</i> <b>Judy:</b> <i>I'm fine, thank you.</i> <b>Boy:</b> <i>Hi, my name's Andy. What's your name?</i> <b>Darbie:</b> <i>My name is Darbie. What's your name?</i> <b>Girl:</b> <i>My name's Betty.</i> <b>Girl:</b> <i>My name's Cindy.</i> <b>Darbie:</b> <i>Andy, Betty, Cindy! Cool, ABC.</i>	Letters Aa, Dd, Ii, Jj and associated nouns plus the pronoun 'I'.	<b>How are you</b> (Chant)  How are you? Fine, thank you. How are you? I am fine, too.
<b>Unit 2</b> <i>Nice to meet you</i>	<b>Darbie:</b> <i>Good morning, Judy.</i> <b>Judy:</b> <i>Good morning. Darbie, this is my mother.</i> <b>Darbie:</b> <i>Nice to meet you!</i> <b>Mother:</b> <i>Nice to meet you, too!</i> <b>Judy:</b> <i>This is my father.</i> <b>Darbie:</b> <i>Nice to meet you!</i> <b>Father:</b> <i>Nice to meet you, too.</i> <b>Darbie:</b> <i>Judy, look!</i> <b>Judy:</b> <i>Darbie this is you!</i>	Letters Ff, Ll, Mm, Ss and associated nouns plus the verb 'look'.	<b>This is my mother</b> (Chant) This is my mother. Hello! Hi! This is my father. Hello! Hi! This is my sister. Hello! Hi! This is my brother. Hello! Hi!  <b>Nice to meet you!</b> (Song) This is my mother. Nice to meet you! Nice to meet you, too! This is my father. Nice to meet you! Nice to meet you, too!
<b>Review 1</b>	What's your name? My name's _____. How are you? I 'm fine, thank you. This is my _____. Nice to meet you! Nice to meet you, too! Letters Aa, Dd, Ii, Jj, Ff, Ll, Mm and associated nouns plus the verb 'look' and the pronoun 'I'		
<b>Unit 3</b> <i>What's that?</i>	<b>Girl:</b> <i>Good afternoon.</i> <b>Shopkeeper:</b> <i>Good afternoon.</i> <b>Girl:</b> <i>Is this a marker?</i> <b>Darbie:</b> <i>No, it isn't. It's an eraser.</i> <b>Girl:</b> <i>Is this a ruler?</i> <b>Darbie:</b> <i>Yes, it is.</i> <b>Girl:</b> <i>What's that?</i> <b>Darbie:</b> <i>It's a ...</i> <b>A cat:</b> <i>Meow!!</i> <b>Girl:</b> <i>Oh, no! Zack!</i>	Letters Bb, Ee, Pp, Rr, and Zz and associated nouns.	<b>What's that, Darbie?</b> (Song)  What's that, Darbie? Do you know? Marker, marker, it's a marker. What's this, Darbie? Do you know? Pencil, pencil, it's a pencil. Is this a pen? Yes, it is. It's a pen. Is this a pen? No, it's not. It's a book.

**Table 5.1 (continued): Darbie, Teach Me! Volume 1 – Content overview**

Unit/ Title	Main Text	Additional Teaching Point/s	Chant/Song
<p><b>Unit 4</b> <i>I'm eight</i></p>	<p><b>Two girls and one boy:</b> <i>Happy birthday, Judy.</i> <b>Darbie:</b> <i>How old are you, Judy?</i> <b>Judy:</b> <i>I'm eight.</i> <b>Darbie:</b> <i>Are you eight too, Andy?</i> <b>Andy:</b> <i>No, I'm nine.</i> <b>Girl A:</b> <i>I'm nine, too. How about you, Betty?</i> <b>Betty:</b> <i>I'm nine, too.</i> <b>Judy:</b> <i>Nine, nine, nine!</i> <i>Hmm... I'm only eight.</i></p>	<p>How old are you? I'm ____.</p> <p>Are you ____? Yes, I am./ No, I'm . . . / No, I'm not.</p> <p>Numbers from one to ten.</p> <p>Letters Nn, Oo, Vv, Xx and associated number words and the adverb 'not'.</p>	<p><b>How old are you?</b> (Song)</p> <p>How old are you? I'm seven. Are you seven? Yes, I am. Are you eight? No, no, no, no. No, I'm not.</p>
<p><b>Review 2</b></p>	<p>Is this/ that ____? Yes, it is./ No, it isn't. What's this/ that? It's ____. How old are you? I'm ____. Are you ____? Yes, I am./ No, I am not. Letters Bb, Ee, Pp, Rr, Zz Nn, Oo, Vv, Xx and associated nouns, number words and the adverb 'not'.</p>		
<p><b>Unit 5</b> <i>Who's he?</i></p>	<p><b>Darbie and a boy:</b> <i>Merry Christmas, Judy.</i> <b>Judy:</b> <i>Merry Christmas!</i> <b>Darbie:</b> <i>Is he your father?</i> <b>Judy:</b> <i>Yes, he is.</i> <b>Boy:</b> <i>Is she your mother?</i> <b>Judy:</b> <i>No, she isn't. She's my grandma.</i> <b>Grandma:</b> <i>Who's he, Judy?</i> <b>Judy:</b> <i>He's my friend David.</i> <b>Grandma:</b> <i>Good boy!</i></p>	<p>Letters Gg, Hh, Tt, Uu and associated nouns and the pronoun 'he'.</p>	<p><b>Is she your grandma?</b> (Chant)</p> <p>Is she your grandma? Yes, yes, she is. Is he your grandpa? No, no, he's not. Is she your teacher? Yes, yes, she is. Is he your friend? No, no, he's not.</p> <p><b>Who's he?</b>(Song)</p> <p>Who is she? She is my grandma, my grandma. Is she your grandma? Yes, she is. Who is she? She is my grandma, my grandma. Who is he? He is my grandpa, grandpa. Is he your friend? No, he's not. Who is he? He is my uncle, my uncle.</p>

**Table 5.1 (continued): Darbie, Teach Me! Volume 1 – Content overview**

Unit/ Title	Main Text	Additional Teaching Point/s	Chant/Song
<p><b>Unit 6</b> <i>What colour is it?</i></p>	<p><b>Girl and boy A:</b> <i>Oh, no, my marker!</i>  <b>Teacher:</b> <i>Quiet, please.</i>  <b>Boy B:</b> <i>What colour is it?</i>  <b>Boy A:</b> <i>It's green.</i>  <b>Darbie:</b> <i>Is it red, Judy?</i>  <b>Girl:</b> <i>Yes it is.</i>  <b>Boy B and Darbie:</b> <i>Look! This is your marker.</i>  <b>Girl:</b> <i>Wow!</i>  <b>Girl and Boy A:</b> <i>Thank you.</i></p>	<p>Letters Cc, Kk, Qq, Ww, and Yy and associated nouns and adjectives and the interjection 'wow'.</p>	<p><b><i>What colour is it?</i></b> (Chant)            What colour is it?            It is red. It's red. Red, red, red!            What colour is it?            It is green. It's green. Green, green, green!</p> <p><b><i>Is it red?</i></b> (Chant)            Is it red, hmm? Is it red, huh?            Uh-huh, uh-huh, yes, it is. Is it green, hmm? Is it green, huh? Uh-unh, uh-unh, no, it's not.</p> <p><b><i>What colour is it?</i></b> (Song)            What colour is it?            It is red.            Is it red, Darbie?            Yes, it is.            What colour is it?            It is red.            Is it green, Darbie?            No, it's not.</p>
<p><b>Review 3</b></p>	<p>Is he/ she your ____? Yes, he/she is./ No, he/she isn't.            Who's he/she? He's/She's my ____.            What colour is it? It's ____.            Is it ____? Yes, It is./ No, it isn't.            Letters Gg, Hh, Tt,Uu,Cc, Kk, Qq, Ww and Yy with associated nouns, adjectives, the pronoun 'he' and the interjection 'wow'.</p>		

**Table 5.2:** *Darbie, Teach Me! Volume 1 – Overview of vocabulary*

Unit	Vocabulary	Vocabulary from previous lessons
<b>Unit 1</b> <i>My name's Darbie</i>	<b>Nouns:</b> name <b>Pronouns (subject):</b> you, I <b>Interrogative words:</b> what; how <b>Formulaic politeness marker:</b> thank you <b>Verb:</b> BE (is, am, are) <b>Possessive adjectives:</b> your, my <b>Adjectives:</b> fine, cool <b>Greeting:</b> hi	
<b>Unit 2</b> <i>Nice to meet you</i>	<b>Nouns:</b> morning, mother, brother, sister <b>Pronoun:</b> this (deictic) <b>Verbs:</b> look, meet <b>Adjectives:</b> nice, good <b>Adverb:</b> too <b>Greeting:</b> hello	you, my, is
Review 1	As for <i>Units 1 &amp; 2</i>	--
<b>Unit 3</b> <i>What's that?</i>	<b>Nouns:</b> afternoon, marker, eraser, pencil, book, ruler, pen, marker <b>Pronouns:</b> it (subject), that (deictic) <b>Adverbs:</b> yes, no, not <b>Interjection:</b> oh <b>Article:</b> a (an)	good, this, what, is
<b>Unit 4</b> <i>I'm eight</i>	<b>Noun:</b> birthday <b>Adjectives (number):</b> one – ten; birthday <b>Adjective (emotion):</b> happy <b>Pronoun:</b> old <b>Preposition:</b> about	how, are, you, I, am, not, no, yes
Review 2	As for <i>Units 3 &amp; 4</i>	--
<b>Unit 5</b> <i>Who's he?</i>	<b>Nouns:</b> grandpa, grandma, teacher, friend, uncle, aunt, Christmas, boy <b>Interrogative:</b> who, <b>Pronoun (subject):</b> she <b>Adjective:</b> merry	he, is, yes, no, my, your, good
<b>Unit 6</b> <i>What colour is it?</i>	<b>Noun:</b> colour <b>Formulaic politeness marker:</b> please <b>Adjectives (colour):</b> red, green, yellow, blue, black, white <b>Interjection:</b> wow	marker, thank, you, what, is, it, yes, no, not
Review 3	As for <i>Units 5 &amp; 6</i>	--

As can be seen from *Tables 5.1* and *5.2*, the language content is limited to a total of approximately 70 lexical items, including 3 verbs (*look, meet, be*), 23 nouns, the 4 singular subject pronouns, 2 possessive adjectives (1<sup>st</sup> & 2<sup>nd</sup> person), 2 deictic pronouns (singular), the indefinite article, adjectives of number (*one – ten*) and colour (*red, green, yellow, blue, white* and *black*), 7 other adjectives (*fine, cool, nice, good, happy, old, merry*), 3 interrogative words (*who, what, how*), 4 adverbs (*too, yes, no, not*), 1 preposition (*about*), and a number of formulaic words and phrases (*please, thank you, hello, hi*), and two interjections (*oh, wow*). The language is presented formulaically. The mini-dialogues that begin units

generally involve little more than a single example of a teaching point (see *How old are you?* in *Unit 4*) or repetition of the main teaching point (see, for example, *My name is . . .* and *My name's . . .* in *Unit 1*). Some of the language seems inappropriate in relation to the age of the learners (see *I am fine* in *Unit 1* and *Nice to meet you!* in *Unit 2*) or largely unmotivated in terms of the context (see, for example, *Darbie this is you!* in *Unit 2* and *Wow!* as a response to *Look! This is your marker* in *Unit 6*). Overall, although the language selection is not inconsistent with the recommendations in the curriculum guidelines, the organisation and presentation of the language is unoriginal, with, for example, *Unit 1* focusing on naming and formulaic enquiry and response relating to well-being (but without the introductory greeting that normally precedes it). The language is not adequately contextualised and there is an overall absence of any genuine communicative interaction (see, for example, *Is this a marker?/ No, it isn't. It's an eraser* (*Unit 3*)). Different sections of units vary in relation to the presence or absence of contractions (e.g., *I'm fine* in the main text in *Unit 1* and *I am fine* in the chant in the same unit), as do different utterances within the same mini-dialogue (e.g., *My name's . . .* and *My name is . . .* in *Unit 1*). There is no attempt to include useful classroom language such as instructions. Although 'songs' and 'chants' occur at the end of units and are clearly intended as a way of reinforcing the language content of the unit, new language may be introduced in the songs and chants. Thus, *Do you know?*, which occurs nowhere else in the unit is included in a song that ends *Unit 3*, and *No it's not* is included in a song that ends *Unit 4* (although the form introduced in that unit is *No, it isn't*). Every 'text' is a mini-dialogue (or dialogue snippet). This is true even in the case of what are labelled 'songs' and 'chants' even though it is perfectly possible at beginners' level to include, for example, shopping lists, instruction sheets, catalogue segments, simple advertisements, forms, and greeting cards. With the exception of the greeting *Merry Christmas!* (which occurs in a unit otherwise absent of any reference to Christmas), there are no references to anything specific to the culture/s of the target language and none to Taiwanese culture.

There is very little in this textbook that is likely to be of any genuine interest to 9-year old Taiwanese children. The mini-dialogues are dull, non-communicative

vehicles for language points; the interactions are formulaic and stereotypical, and there is no thematic development.

### 5.8.2 Power up English, Volume 1: Language content analysis

An outline of the outline of the language content of *Power up English*, Volume 1 is provided below (see *Tables 5.3* and *5.4*).

**Table 5.3: Power up English, Volume 1 – Content overview**

Unit/ Title	Main Text	Additional Teaching Point/s	Chant/Song
<b>Unit 1</b> <i>What's your name?</i>	<b>Student A:</b> <i>Hello, I'm Nini. What's your name?</i> <b>Student B:</b> <i>My name is Tommy.</i> <b>Student A:</b> <i>Nice to meet you.</i> <b>Student B:</b> <i>Nice to meet you too.</i>	<i>Naming with wh-question and answer.</i>	<b><i>Hello! What's your name?</i></b> (Chant)  Hello! Hello! What's your name? My name is Nini. My name is Tommy. Hello! Hello! What's your name? My name is Amy. My name is David. Hello! Hello! What's your name? My name is Susan. My name is John. Hello! Hello! What's your name? My name is Sally. My name is Mary. Hello! Hello! What's your name?
<b>Unit 2</b> <i>How are you?</i>	<b>Student:</b> <i>Good Morning, Ms. White.</i> <b>Teacher:</b> <i>Good Morning, Nini. How are you?</i> <b>Nini:</b> <i>I'm fine. Thank you. And you?</i> <b>Teacher:</b> <i>I'm OK.</i>	<i>Enquiring about well-being</i>	<b><i>Hello! How are you?</i></b> (Song)  Hello! How are you? I'm fine. Thank you. Good morning. Good morning. Good morning to you.
Unit 3 <i>Who's he?</i>	<b>Student A:</b> <i>Nini, who's she?</i> <b>Nini:</b> <i>She's Ms. White. She's a teacher.</i>	<i>Identifying people by name and introducing an occupation</i>	<b><i>Who's he?</i></b> (Song) Who's he? He's Tommy La La La La La La La La La Who's she? She's Nancy. La La La La La La La La La He's a student. She's a teacher. La etc.
<b>Unit 4</b> <i>Is he your father?</i>	<b>A:</b> <i>Is he your father?</i> <b>B:</b> <i>Yes, he is. Is she your sister?</i> <b>A:</b> <i>No, she's my mother.</i>	<i>Yes/No question and answer</i>	<b><i>I love my family</i></b> (Song) I love my father. I love my mother. I love my family. I love them all.

**Table 5.3 (continued): Power up English, Volume 1 – Content overview**

Unit/ Title	Main Text	Additional Teaching Point/s	Chant/Song
<b>Review 1</b>	<p><b>A:</b> <i>Good morning, Nini. How are you?</i></p> <p><b>Nini:</b> <i>I'm fine. Thank you.</i></p> <p><b>A:</b> <i>Who's she?</i></p> <p><i>Is she your mother?</i></p> <p><b>Nini:</b> <i>No, she's my sister.</i></p> <p><b>C:</b> <i>What's your name?</i></p> <p><b>A:</b> <i>Mm... I'm... I'm Tommy.</i></p>	<p><i>Integrating the language content from Unit 1 to Unit 4.</i></p>	
<b>Unit 5</b> <i>Are you hungry?</i>	<p><b>Girl:</b> <i>Mum, I'm home.</i></p> <p><b>Mom:</b> <i>Are you hungry?</i></p> <p><b>Girl:</b> <i>Yes, I am.</i></p>	<p><i>Introducing adjectives in the context of yes/no questions.</i></p>	<p><b><i>Are you happy?</i></b> (Song)</p> <p>Are you happy?</p> <p>Are you happy?</p> <p>Yes. Yes. Yes, I am.</p> <p>Are you hungry?</p> <p>Are you hungry?</p> <p>No. No. No. No. No, I'm not.</p>
<b>Unit 6</b> <i>Do you like fried chicken?</i>	<p><b>Mom:</b> <i>Do you like fried chicken?</i></p> <p><b>Girl:</b> <i>Yes, I do. Thanks, Mom.</i></p>	<p><i>Asking and answering questions including 'like'.</i></p>	<p><b><i>I like tea</i></b> (Song)</p> <p>I like, I like, I like tea.</p> <p>I like, I like, I like coffee.</p> <p>I don't like, I don't like, I don't like water.</p> <p>Can I have some coke?</p>
<b>Unit 7</b> <i>Have some apples</i>	<p><b>Mom:</b> <i>Have some apples.</i></p> <p><b>Girl:</b> <i>Thank you, mom.</i></p> <p><b>Mom:</b> <i>You're welcome.</i></p>	<p><i>Offering and accepting with 'some' and plural nouns.</i></p>	<p><b><i>Peaches, Pears, Pineapples</i></b> (Chant)</p> <p>Peaches, pears, pineapples, What do you like?</p> <p>What do you like?</p> <p>I like peaches.</p> <p>I like pears.</p> <p>And I like pineapples.</p> <p>Mangoes, melons, watermelons.</p> <p>What do you like? What do you like?</p> <p>I like mangoes.</p> <p>I like melons, and I like watermelons.</p>
<b>Review 2</b>	<p><b>Mom:</b> <i>Are you hungry?</i></p> <p><b>Boy:</b> <i>Yes, I am.</i></p> <p><b>Mom:</b> <i>Do you like pizza?</i></p> <p><b>Boy:</b> <i>Yes, I do.</i></p> <p><b>Girl:</b> <i>No, I don't. I like fried chicken.</i></p> <p><b>Boy:</b> <i>Yummy, yummy.</i></p> <p><b>Girl:</b> <i>Mm. It's good.</i></p> <p><b>Waitress:</b> <i>Have some apples.</i></p> <p><b>Mom:</b> <i>Thank you.</i></p> <p><b>Waitress:</b> <i>You are welcome.</i></p>	<p><i>Integrating the language content from Unit 5 to Unit 7</i></p>	

**Table 5.3 (continued): Power up English, Volume 1 – Content overview**

Unit/ Title	Main Text	Additional Teaching Point/s	Chant/Song
<b>Holiday</b> <i>Christmas</i>	<b>A:</b> <i>Merry Christmas.</i> <b>B:</b> <i>Merry Christmas.</i>	<i>Seasonal greetings.</i>	<b><i>We wish you a Merry Christmas</i></b> (Song) We wish you a merry Christmas. We wish you a merry Christmas. We wish you a merry Christmas and a happy New Year. Good tidings we bring to you and your kin. We wish you a merry Christmas and a happy New Year.

**Table 5.4: Power up English, Volume 1 – Overview of vocabulary**

Unit	Vocabulary	Vocabulary in the previous lessons
<b>Unit 1</b> <i>What's your name?</i>	<b>Noun:</b> name <b>Interrogative:</b> what <b>Possessive adjectives:</b> your, my <b>Verb:</b> BE ( is, are) <b>Adjective:</b> nice <b>Greeting:</b> hello	
<b>Unit 2</b> <i>How are you?</i>	<b>Nouns:</b> morning, afternoon, evening, night <b>Pronoun (subject):</b> I, you <b>Pronoun (object):</b> you <b>Verb:</b> BE (am) <b>Adjectives:</b> good, fine, ok, well <b>Adverbs:</b> how, very, not <b>Preposition:</b> to <b>Conjunction:</b> and <b>Formulaic politeness marker:</b> thank you <b>Title:</b> Ms	are
<b>Unit 3</b> <i>Who's he?</i>	<b>Nouns:</b> teacher, principal. student, nurse <b>Pronouns:</b> she, he <b>Interrogative:</b> who <b>Articles:</b> a, the	is
<b>Unit 4</b> <i>Is he your father?</i>	<b>Nouns:</b> father, mother, sister, brother <b>Adverbs:</b> yes, no <b>Pronoun (object):</b> them <b>Quantifier:</b> all	is, your, he, she, my, your, not
<b>Review 1</b>	<b>Nouns:</b> name, morning, mother, sister <b>Pronoun (subject):</b> I, you, she <b>Pronoun (object):</b> you <b>Possessive adjectives:</b> your, my <b>Verb:</b> BE (am, is, are) <b>Adjectives:</b> good, fine, <b>Adverbs:</b> how, no <b>Preposition:</b> to <b>Interrogative:</b> what, who <b>Formulaic politeness marker:</b> thank you	name, morning, sister, I, you, she, your, my, is, am, are, good, fine, how, no, to, what, who, thank you
<b>Unit 5</b> <i>Are you hungry?</i>	<b>Nouns:</b> mom, home <b>Adjectives:</b> hungry, happy, sad, angry	I, am, you, are, yes, no, not
<b>Unit 6</b> <i>Do you like fried chicken?</i>	<b>Nouns:</b> chicken, pizza, hamburgers, noodles, rice <b>Adjective:</b> fried <b>Verb (auxiliary):</b> do <b>Verb:</b> like <b>Formulaic politeness marker:</b> thanks	you, I, yes, no

**Table 5.4 (continued): Power up English, Volume 1 – Overview of vocabulary**

Unit	Vocabulary	Vocabulary in the previous lessons
<b>Unit 7</b> <i>Have some apples</i>	<b>Nouns (sing./plural):</b> apple/s, orange/s, banana/s, mango/es, guave/s, strawberry/ies, <b>Verb (imperative):</b> have <b>Article:</b> a(n) <b>Determiner:</b> some <b>Formulaic politeness marker:</b> welcome	thanks, you, are, no, thank you
<b>Review 2</b>	<b>Nouns:</b> chicken, pizza, apple <b>Pronoun (subject):</b> I, you <b>Pronoun (object):</b> you <b>Verb (auxiliary):</b> Verb: BE (am, is, are); do <b>Verb:</b> like <b>Verb (imperative):</b> have <b>Adjectives:</b> fried, yummy, good, hungry <b>Adverbs:</b> yes, no, not <b>Determiner:</b> some <b>Formulaic politeness marker:</b> thank you, welcome	chicken, pizza, apple, I, you, am, is, are, do, like, have, fried, yummy, good, hungry, yes, no, not, some, thank you, welcome
<b>Holiday</b> <i>Christmas</i>	<b>Nouns:</b> chicken, pizza, hamburgers, noodles, rice, kin, tidings <b>Adjective:</b> fried <b>Pronoun (subject):</b> we <b>Verb (auxiliary):</b> do <b>Verbs:</b> like, wish, bring	a

As indicated in *Tables 5.3 and 5.4*, the vocabulary in this volume is restricted to approximately 70 lexical items. These include five lexical verbs (*be, have, like, wish, bring*) and one auxiliary verb (*do*), 35 nouns (including some plural forms), 11 adjectives, the 4 singular subject pronouns, one plural subject pronoun and two object pronouns (*you; them*), 2 singular possessive adjectives (*your; my*), the definite and indefinite articles, a determiner (*some*), a quantifier (*all*), two interrogative words (*what, who*), five adverbs, a preposition (*to*), a conjunction (*and*), and some formulaic politeness markers and greetings. Once again, as in the case of *Darbie, Teach Me!* the language selection is not inconsistent with the recommendations in the national curriculum guidelines. However, given the fact that there are many different possibilities for selection and organisation of the language in the first volume of a series intended for young learners in schools, the problems associated with this particular selection, and the way in which the linguistic content is organised and presented, cannot be justified in relation to the national curriculum guidelines. Once again, the writers take a very conventional and stereotypical view of what is appropriate for young learners in the initial stages of learning. Once again, the omission of imperative forms means that an

opportunity to provide some language that would be useful for classroom management has been missed. The similarities between this volume and the first volume of *Darbie, Teach Me!* suggest that the writers of English textbooks for young learners in Taiwan believe that certain formulaic functions, such as enquiring after the well-being of others, are necessary irrespective of whether they involve language that young people are likely to use. In the case of *Power up English*, some of the language included is more appropriate for adults or older children than it is for children of the age of those for whom this textbook is intended (see, for example, *Nice to meet you! (Unit 1)*, *I'm fine. Thank you. And you? (Unit 2)*). Furthermore, some of the language is clearly inappropriate (e.g., the use of *Do you like . . . ?* rather than *Would you like . . . ?* in *Unit 6*). Some of the situations are unlikely to occur (e.g., a waitress approaching a table in a fast food outlet with a plate of apples – *Review 2*). The ‘mini dialogues’ that begin each unit are in some cases confined to a single exchange (see *Units 3 & 6*). The ‘songs’ and ‘chants’ are nothing more than vehicles for repetition of the language introduced earlier in the units, except where, as in the case of *Unit 4*, they actually centre on language (in this case the verb ‘love’) that has not been introduced earlier. In some cases, both full and contracted forms are introduced (e.g., *Unit 4*) although there is no advice in the teachers’ manual about how to deal with the relationship between full and contracted forms.

### 5.8.3 English, Volume 1: Language content analysis

An outline of the language content of *English*, Volume 1 is provided below (see *Tables 5.5* and *5.6*).

**Table 5.5:** *English, Volume 1 – Content overview*

Unit/ Title	Main Text	Main Teaching Point/s	Chant/Song
<b>Unit 1</b> <i>Hello!</i>	<b>Amy:</b> Hello! <b>Woman:</b> Hi! <b>Bobby:</b> Hi! <b>Amy:</b> Hi, Bobby! <b>Amy:</b> Hello! I'm Amy. <b>Cathy:</b> Hi! Amy. I'm Cathy. <b>Amy:</b> How are you Danny? <b>Danny:</b> Fine, thanks. And you? <b>Amy:</b> Fine, thanks.	<i>Greetings and enquiry after well-being</i>  <i>Letters (Aa – Dd) and nouns: apple, boy, cat, dog</i>	<b>Song</b> I am Amy. I am Amy. How are you? How are you? I'm fine, thank you. I'm fine, thank you. How are you? How are you?

**Table 5.5 (continued): English, Volume 1 – Content overview**

Unit/ Title	Main Text	Main Teaching Point/s <sup>38</sup>	Chant/Song
<b>Unit 2</b> <i>My name is Amy</i>	<b>Eric:</b> Hi: my name is Eric. What's your name? <b>Amy:</b> My name is Amy. <b>Bobby and Cathy:</b> Hi! <b>Amy:</b> Hi! <b>Eric:</b> What's his name? <b>Amy:</b> His name is Bobby. <b>Eric:</b> What's her name? <b>Amy:</b> Her name is Cathy. <b>Eric:</b> See you later. Bye! <b>Amy:</b> Bye!	<i>Naming: Wh-question and answer.</i> <i>Possessive adjectives (1st. &amp; 3rd. person)</i>  <i>Letters (Ee – Ii) and nouns: elephant, fish, girl, hand</i>	<b>Chant</b> What's your name? My name is Amy. What's your name? My name is Bobby. What's your name? My name is Cathy. What's your name? My name is Danny. Hi! Amy. Hi! Bobby. Hello, Cathy. Hello, Danny. How are you? Fine, thanks.
<b>Unit 3</b> <i>Nice to meet you</i>	<b>John:</b> Hello, I'm John. What's your name? <b>Amy:</b> I'm Amy. <b>John:</b> Hi! Amy. <b>Amy:</b> Hi! John. <b>Amy:</b> Cathy, this is my friend, John. <b>Cathy:</b> Hi! John. Nice to meet you. <b>John:</b> Nice to meet you, too.	<i>Introductions</i>  <i>Review letters from Aa to Ii</i>	<b>ABC Song</b> A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z Happy, happy, I'm happy. I can sing my ABCs. Happy, happy, I'm happy. I can sing my ABCs.
<b>Unit 4</b> <i>Hurry up, Bobby</i>	<b>Danny:</b> Hurry up, Bobby. <b>Bobby:</b> Sorry, I'm late. <b>Teacher:</b> Come on in, Bobby. Sit down, please. <b>Bobby:</b> Thank you. <b>Teacher:</b> Amy. <b>Amy:</b> Here. <b>Teacher:</b> Please draw an apple. <b>Teacher:</b> Very good. <b>Amy:</b> Thank you.	<i>Requesting, thanking and ordering/ inviting</i>  <i>Politeness markers</i>  <i>Letters Jj – Ll, and nouns: ink, jet, kite, lion</i>	--
<b>Unit 5</b> <i>What is this?</i>	<b>Amy:</b> This is a desk. That is a chair. This is a book. That's a ruler. <b>Little Ben:</b> What's this? <b>Amy:</b> This is a pencil. <b>Little Ben:</b> What's that? That's an eraser.	<i>Wh-question and answer (identifying/ naming)</i>	<b>Chant</b> What's this? This is a pencil. What's that? That's a pencil case. What's this? This is a book. What's that? That's a bookbag. Look at this! Look at that! What's this? What's that? This is a ruler. That's an eraser.

<sup>38</sup> Note that these are my views on what the main teaching points are. In some cases, it is very difficult to determine the main teaching focus.

**Table 5.5 (continued): English, Volume 1 – Content overview**

Unit/ Title	Main Text	Main Teaching Point/s <sup>39</sup>	Chant/Song
<b>Unit 6</b> <i>Say "Please"</i>	<b>Amy:</b> What's this? <b>Bobby:</b> It's a pen. <b>Amy:</b> What's that? It's an eraser. <b>Amy:</b> Be quiet! <b>Teacher:</b> Say "please". <b>Amy:</b> Please be quiet.	<i>This/ that</i>	--
<b>Unit 7</b> <i>This is my family</i>	<b>Amy:</b> This is my family. <b>Little Ben:</b> Where am I? <b>Amy:</b> This is Jenny. She is my sister. This is Arthur. He's my brother. <b>Bobby:</b> Who's she? She's my mother.	<i>Wh-question: Where?</i> <i>This is + name.</i>  <i>Letters Qq – Uu, and nouns: queen, robot, school, teacher, umbrella</i>	<b>Chant</b> Who's Peter? Who's Peter? He is my father. Who's Lily? Who's Lily? She is my mother. Who's Arthur? Who's Arthur? He is my brother. Who's Jenny? Who's Jenny? She is my sister. Peter, Lily, Arthur, Jenny Father, mother, brother, sister.
<b>Unit 8</b> <i>Merry Christmas</i>	<b>Amy:</b> Is this tree pretty? <b>Mother:</b> Yes, it is. It's pretty. <b>Bobby:</b> Hi: Amy. <b>Mother:</b> Who's that boy? <b>Amy:</b> He's my friend, Bobby. Merry Christmas, Bobby. <b>Bobby:</b> Merry Christmas, Amy. Is this a doll? <b>Amy:</b> No, it isn't. It's a teddy bear.	<i>Yes/ no question and answer with adjective</i>  <i>Seasonal greetings.</i>  <i>Letters Vv – Zz, and nouns: vase, window, x-ray, yo-yo, zebra</i>	<b>Song</b> We wish you a merry Christmas. We wish you a merry Christmas. We wish you a merry Christmas. And a happy New Year.
<b>Unit 9</b> <b>Guess who?</b>	<b>Amy:</b> She is old. She is pretty. Who's she? ?: She's my grandmother. ?: He is short. He is fat. Who's he? ?: He's my father. ?: He is young. He is tall. Is he your brother? ?: Yes, he is. He's my brother. ?: She is pretty. She is slim. Is she your sister? ?: No, she isn't. ?: Who's she? ?: It's me.	Adjectives (descriptive)  Review letters from Aa to Zz	<b>Chant</b> She's not short. She is tall. She's not fat. She is slim. Who is she? Please tell me.  He is not tall. He is short. He's not slim. He is fat. Who is he? Please tell me.

<sup>39</sup> Note that these are my views on what the main teaching points are. In some cases, it is very difficult to determine the main teaching focus.

**Table 5.6: English, Volume 1 – Overview of vocabulary**

Unit/ Title	Vocabulary	Vocabulary in the previous lessons
<b>Unit 1</b> <i>Hello!</i>	<b>Nouns:</b> names, apple, boy, cat, dog, morning <b>Pronouns (subject):</b> I, you <b>Adjective:</b> one <sup>40</sup> <b>Verb:</b> BE (am, are) <b>Adjectives:</b> fine, good <b>Adverbs:</b> here <b>Interrogative:</b> <i>How . . . ?</i> <b>Formulaic politeness marker:</b> thanks <b>Greetings &amp; leave taking:</b> hi, hello, bye <b>Conjunction:</b> and	
<b>Unit 2</b> <i>My name is Amy</i>	<b>Nouns:</b> elephant, fish, girl, hand, name <b>Possessive adjectives:</b> my, your, her, his <b>Adjective:</b> two <b>Verb:</b> see <b>Adverb:</b> later, again <b>Greeting (parting):</b> good-bye <b>Interrogative:</b> what	bye, you, is, hi,
<b>Unit 3</b> <i>Nice to meet you</i>	<b>Nouns:</b> elephant, friend <b>Title:</b> Mr. <b>Adjectives:</b> nice; three <b>Verb (infinitive):</b> meet <b>Adverb:</b> too <b>Determiner:</b> this <b>Preposition:</b> for <b>Formulaic politeness marker:</b> thank you	you, I, and, fine, thanks, hi, hello, what, is,
<b>Unit 4</b> <i>Hurry up, Bobby</i>	<b>Nouns:</b> eraser, ink, jet, kite, lion, <b>Adjectives:</b> late, sorry, out <sup>41</sup> <b>Verb (simple):</b> draw <b>Adjective:</b> very, good, four <b>Verbs (complex):</b> hurry up, come on in, sit down, stand up <b>Article:</b> a (an) <b>Politeness marker:</b> please	boy, cat, dog, fish, apple, here, thank you,
<b>Unit 5</b> <i>What is this?</i>	<b>Nouns:</b> pen, pencil, pencil case, book bag, mouse, nose, ox, ruler book desk, chair <b>Adjective:</b> five <b>Determiner:</b> that <b>Verb:</b> go	what, is, this, a, an, hurry
<b>Unit 6</b> <i>Say "Please"</i>	<b>Nouns:</b> questions <b>Pronoun:</b> it <b>Adjective:</b> six <b>Determiner:</b> any <b>Nominal substitutes (deictic):</b> <i>this, that</i> <b>Verbs:</b> say, stop <b>Adjectives:</b> ready, nice, great <b>Verb:</b> BE (is) <b>Interjection:</b> ouch <b>Preposition:</b> by	what, is, this, that, a, an, please, pen, eraser, are, you, good

<sup>40</sup> Used in association with 'lesson' – lesson one.

<sup>41</sup> The word 'out' is included in an activity.

**Table 5.6 (continued): English, Volume 1 – Overview of vocabulary**

Unit/ Title	Vocabulary <sup>42</sup>	Vocabulary in the previous lessons
<b>Unit 7</b> <i>This is my family</i>	<b>Nouns:</b> family, grandfather, grandmother, mother, father, brother, sister, Arthur, queen, robot, school, teacher, umbrella, <b>Verb:</b> tell <b>Adjective:</b> seven <b>Interrogative:</b> who	She, he, is, my, this, a
<b>Unit 8</b> <i>Merry Christmas</i>	<b>Nouns:</b> tree, doll, teddy bear, robot, Santa Claus, vase, window, x-ray, yo-yo, zebra <b>Pronoun:</b> we <b>Adjective:</b> pretty <b>Adverb:</b> not <b>Verb:</b> wish <b>Greetings:</b> Merry Christmas; Happy New Year	this, is, a, an,
<b>Unit 9</b> <i>Guess who?</i>	<b>Pronoun (subject):</b> he, she; it <b>Pronoun (object):</b> me <b>Verb:</b> guess <b>Adjectives:</b> old, short, fat, young, tall, slim, cute	who, he, she, is, not, my, your, brother, sister, father, mother, yes, it

The overall language content includes approximately 120 lexical items (considerably more than the other two textbooks analysed). However, this textbook is intended for learners who are older (Grade 5). There are approximately 50 nouns, 17 adjectives (including the intensifying adjective ‘very’), 7 numbers (used adjectivally), 6 subject pronouns (*I; you; he; she; it; we*), 1 object pronoun (*me*); 4 possessive adjectives (*my; your; his; her*), 10 simple verbs (*be; see; meet; draw; say; stop; tell; guess; wish; go*), 4 complex verbs (*hurry up; come on in; sit down; stand up*); 5 adverbs (*here; later; again; too; not*); one conjunction (*and*), 2 singular deictic nominal substitutes (*this; that*); 2 prepositions (*for; by*); 1 indefinite determiner (*any*); the indefinite article (*a/an*), 3 interrogative words (*how; what; who*); and politeness markers (*please; thank you*). There are, in addition, a number of greetings and interjections. Although the language selection is not inconsistent with the curriculum guidelines, this particular selection, along with the way in which items are combined, makes for dull units that focus on stereotypical interactions, with priority given, once again, to formulaic functions and with no attempt being made to create text that has any genuine communicative function. Thus, for example, *Unit 5* begins with a mini-dialogue in which a series of declarative sentences beginning *This is . . . is*

<sup>42</sup> Note that these are my views on what the main teaching points are. In some cases, it is very difficult to determine the main teaching focus.

followed by *wh*-questions and answers including *this* and *that*. In the case of *Unit 4*, there is, in the context of a setting involving a classroom, a series of dialogue turns. Two of these turns involve imperative constructions (the first imperative constructions to which the learners have been introduced). In each case, the imperative involves linguistic complexity. The first three imperative constructions include phrasal verbs (*hurry up; come on in; sit down*). The fourth begins with an adverb (*please*) and includes an indefinite article preceding a word beginning with a vowel. Furthermore, bearing in mind the limited amount of language that has already been introduced, it is not immediately obvious how the meaning of other parts of the mini-dialogue (e.g., *Sorry, I'm late*) is to be explained (unless the assumption is that the dialogue will simply be translated into Mandarin). In some cases (e.g., *Unit 5: What's this? This is a . . . ; What's that? That is a . . . ; Unit 8: Is this tree pretty?/ Yes, it is.*), the language is inappropriate (but not ungrammatical). In other cases, the lexical selection (e.g., *Unit 5: bookbag*) is, at best, odd. Often, the language of the mini-dialogues would be very unlikely to be uttered by children of the age of the learners (e.g., *Unit 1: How are you Danny?/ Fine, thanks. And you?; Unit 3: Hi! John. Nice to meet you.*). In one unit (*Unit 5*), both full and contracted forms occur (*She is my sister./ She's my mother*) although the teachers' guide includes no advice about how the relationship between full and contracted forms could be treated. The songs and chants are, in general, nothing more than vehicles for repetition of the language that has been introduced, although in some cases new language is introduced in songs and chants (e.g., *Look at . . .* in the chant in *Unit 5*). Sometimes this language is more complex than the language already introduced (see, for example, *I can sing* in the song in *Unit 3*, and *We wish you . . .* in the song in *Unit 8*).

## **5.9 Final comment**

Hynds (1989) claims that textbooks, by definition, contain texts that are designed for study rather than enjoyment. So far as the textbooks examined here are concerned, although the intention was almost certainly to produce textbooks that are enjoyable as well as instructive, and although there are clear signs of that intention (in, for example, the use of cartoon characters in the illustrations and the inclusion of songs), the textbooks fall far short of that ideal. They certainly cannot be described as fulfilling the expectations built into the Taiwan national

curriculum guidelines, which call for interesting, practical and lively themes, varied text-types, communicative activities, the introduction of constructions in meaningful contexts, and the prioritisation of comprehension and expression over more detailed language practice. As Fullan (1991, p. 70) notes, “approved textbooks may easily become the curriculum in the classroom whilst failing to incorporate significant features of the policy or goals that they are supposed to address, the result being that a textbook may actually distract attention from behaviours and educational beliefs that are crucial to the achievement of desired outcomes”.

The introduction of English into primary schools in Taiwan has led to considerable confusion and uncertainty. Hutchinson and Torres (1994, p. 323) observe that textbooks can “support teachers through potentially disturbing and threatening change processes by introducing change gradually, creating scaffolding upon which teachers can build, and demonstrating new and/ or untried methodologies”. The textbooks examined here cannot be said to do any of this. Nor can they be said to provide an effective medium for the presentation of new material (Cunningsworth 1995, p. 7). They certainly do little to give teachers ideas about how to teach (Harmer, 1998 p. 117) and offer nothing in terms of “[saving] students from a teacher’s deficiencies (O’Neill, 1982; Williams, 1983; Kitao & Kital, 1997).

Having examined a representative sample of textbooks designed in Taiwan for use in primary school classrooms and having explored teachers’ views on a range of issues, including policy and policy implementation, their own English language proficiency and methodological preferences (*Chapter 3*) and the training provided for them (*Chapter 4*), a critical question remains: *What do teachers of English actually do in language classrooms in Taiwanese primary schools and to what extent does this reflect what we have been able to determine about their training, the teaching resources available to them and the general context in which they work?*

## Chapter 6

### A criterion-referenced evaluation of a sample of lessons taught in Taiwanese primary schools

#### 6.1 Introduction

In this chapter, I report on the analysis of a representative sample of English lessons taught to young learners (aged 7 – 11) in mainstream primary classrooms in and around Kaohsiung in 2004 and 2005.<sup>43</sup> All of the teachers involved (none of whose identities are revealed) have completed one of a variety of training programs that are officially recognised by the Taiwan Ministry of Education and all have between two and ten years of experience of teaching English in primary schools. The lessons are analysed in terms of effectiveness criteria derived from the review of a range of published research projects which seek to identify the characteristics of effective foreign language teaching (with particular emphasis on young learners). The purpose of the analysis is not to evaluate individual teacher performance, but to identify areas in which the majority of those teachers whose lessons were analysed are experiencing difficulties, with a view to providing information that is of assistance to those who are involved in the delivery of pre-service and in-service teacher training programmes.

A critical review of literature on effective language teaching, focusing, in particular, on a systematic review by Driscoll, Jones, Martin, Graham-Matheson, Dismore and Sykes (2004) of a large number of research projects which sought to identify the characteristics of effective foreign language teaching to young learners (aged 7 – 11), is accompanied by an outline of the effectiveness criteria applied here (section 6.2). This is followed by background to this part of the research project (section 6.3). Finally, the findings are outlined (*section 6.4*) and discussed (*section 6.5*).

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<sup>43</sup> These lessons were collected in 2005, before I moved from Taiwan to New Zealand. A decision was taken about the approach to analysis and evaluation in 2006.

## **6.2 A critical review of selected literature on the effective teaching of additional languages with the identification of effectiveness criteria**

Allwright and Bailey (1991, p. 28) note that “[what] happens in the classroom is crucial to language learning” and argue that observation of authentic classroom practice is necessary if teacher trainers are to provide training programs that meet the real needs of teachers. However, classroom-based observation is likely to be of little real value unless it is based on robust criteria derived from an understanding of what constitutes effective classroom practice.

A number of authorities on language teaching and learning have attempted to identify the types of knowledge, skills and understanding that are characteristic of effective English language teachers (see, for example, Astor, 2000; Brown, 2001; Brumfit & Rossner, 1982; Cunningsworth, 1979; Hutchinson & Waters, 1987; Met, 1989; Murdoch, 1994; Peyton, 1997). Although there is general agreement about these characteristics, they are often expressed in very general terms, such as, for example:

- a high level of proficiency in English;
- knowledge about English (structure and use);
- understanding of English speaking societies and cultures;
- knowledge and understanding of language acquisition theories and learning styles research;
- the knowledge and ability required to plan language programs and language lessons;
- classroom management skills;
- knowledge of language teaching methodologies and the ability to put this knowledge to effective use in the classroom;
- capacity to evaluate and adapt language teaching materials in relation to the teaching-learning context and specific teaching objectives.

Driscoll et al. (2004) systematically reviewed a large number of research projects which sought to identify the characteristics of effective foreign language teaching

to young learners (aged 7 – 11). That review, which covered materials published between 1988 and 2003, aimed to:

- examine the conditions and processes associated with effective teaching;
- make recommendations based on these findings.

The critical questions were:

- What teacher competences are required to teach foreign languages effectively to young learners (aged 7 to 11)?
- What are the conditions which impact on effective teaching?

The authors of that review make the point that synthesising the research evidence was not a straightforward matter - inferences and conclusions had to be derived from the evidence that was brought together (Driscoll et al., 2004, p.36). These inferences and conclusions resulted in the identification of key indicators of effective practice. Many of these key indicators, which are presented as recommendations (p.7), are expressed in specific terms and are therefore very useful for the design of lesson assessment criteria. Some of them (numbered here for ease of reference are listed and outlined and discussed with reference to relevant literature below.

1. Create a secure and attractive learning environment that will encourage pupils to experiment with the target language and to develop confidence.

One aspect of the creation of an attractive and effective language learning environment is the use of artefacts associated with the target language and culture (Howden, 1993). However, the learning environment also needs to be safe and secure, and effective classroom management is fundamental to safety and security. Only if there is effective classroom management can effective classroom-based learning take place. Driscoll (2000) found that primary trained homeroom teachers had a distinct advantage in the area of classroom management. Their behaviour management techniques were found to be less

visible and more effective than those of visiting language teaching specialists and there was found to be a lower incidence of disruptive behaviour.

2. Use the foreign language incidentally as part of normal classroom procedure.

In connection with this recommendation, it is relevant to note that “[a] fundamental pedagogic principle of MFL [modern foreign language] teaching involves the use of the target language for communication within the classroom” (Driscoll et al., 2004, p. 40). However, this does not mean that all foreign language teachers should necessarily use the target language all of the time. Thus, while Luc (1996) found that a key characteristic of effective teaching was the teacher’s evident pleasure in using the foreign language orally in class, she also noted that in a few cases teachers were observed to be using and teaching language that was riddled with errors. Furthermore, as Driscoll (2000) observes, although pupils had a high level of understanding and response to routine classroom instructions in the target language, they tended to become confused and alienated if teachers used the target language extensively without encouraging them to respond.

3. Create and obtain a wide range of resources to support learning and use them selectively as part of the teaching sequence.

Driscoll et al. (2004, p. 43) note that “[the] purpose of resources is to provide support for teaching and learning”, but that “any resources – whether they are teaching programmes, tapes, videos or text books - need to be mediated by the teacher, who must be sufficiently confident in the language and in pedagogical skills to make effective use of them”. Thus, teachers need to understand the ways in which resources can support teaching and learning (Candelier, 2000; Herron & Hanley 1992; Luc, 1996; Met & Rhodes, 1990) and they need to be able to evaluate them and use them selectively (Luc, 1996). In fact, as Edelenbos and Suhre (1994) found in their evaluation of teaching in primary schools in the Netherlands, different types of course can be equally effective (or ineffective) in

motivating learners, the critical factor being the ways in which teachers make use of the course materials.

4. Use games and songs *in a well-structured programme*, so that language learning is creative and spontaneous, enjoyable, but progression of learning is ensured

*and*

5. Make extensive use of total physical response (TPR) and interactive learning to enable children to ‘breathe’ the language.

The two criteria above are treated together here because TPR, used effectively in the context of a programme for young learners, can be treated as a game.

Although Edelenbos and Suhre (1994) and Luc (1996) found that games and songs could play a very important role in language teaching and learning, Driscoll (2000) found that they could also be used in ways that did little to promote effective learning, sometimes being associated with little more than the rote memorisation of vocabulary lists or lists of phrases. Thus, the reference to using games and songs in the context of a *well-structured* programme is particularly relevant in view of the fact that a number of research-based studies (see, for example, Blondin, et al. (1998)), emphasise the fact that an important aspect of effective language teaching is clearly defining learning objectives and relating the language learning programme to the rest of the school curriculum. However, the reference to a ‘well structured programme’ should not necessarily be interpreted as referring to a program that is grammatically structured, particularly in the early stages of learning. There is a considerable body of research, such as that reported by Skehan (1998), that suggests that language learning involves a type of dual-coding in which there is an interaction between a rule-based system and a memory-based system (that is, learners learn not only by understanding how rules help them to create new language, but also, particularly in the early stages of learning, by memorising some utterances as unanalyzed chunks). Thus, Skehan (1998, p. 287) notes, “[if] performance can be based on access-oriented systems

used directly, drawing upon lexicalized chunks and exemplars, then actual real-time language use may be able, at least for some of the time, to bypass what might be termed a complex, rule-governed acquired system. Performing language, in other words, may go well beyond simply using an underlying rule-based system”.

**6.** Understand children’s errors as part of their interlanguage and use error to promote further learning.

Driscoll (2000) found that teachers who had a higher level of fluency in the target language and more understanding of it were more effective in identifying and correcting learner errors, and in using them to promote learning, and Gattullo (2000) observed that those teachers who encouraged learners to ask questions and take the initiative were also those who were most likely to use errors as a starting point for interaction rather than simply as an opportunity for correction.

**7.** Create extensive opportunities for listening and respect the need for a ‘silent period’ whilst pupils process the information heard.

Donato, Tucker, Wudthayotn and Igarashi (2000) note that a key factor in effective language teaching is the provision of rich and varied opportunities for listening and viewing so that children can associate new language with meanings through mime, drama and story-telling.

**8.** Encourage learners to engage in meaningful communication in the target language, communication that has a function over and above that of language learning itself.

A number of these criteria, perhaps particularly the final one, are of particular relevance in the context of what is often referred to as ‘communicative language teaching’ (CLT). Many Ministries and Departments of Education and prominent educationalists around the world now recommend that language teachers should have an understanding of CLT (see, for example, Shih (2001b). Furthermore, the revised curriculum guidelines for English in Taiwanese schools recommend a communicative approach to the teaching of English (Shih & Chu, 1999, p.1).

They do not, however, clearly define what is meant in this context by ‘communicative language teaching’. Nevertheless, a close review of the curriculum guidelines themselves such as that conducted by Her (2007, *Chapter 3*) suggests that, in the context of that curriculum document, CLT is regarded as teaching that, wherever possible, uses the target language as the language of instruction, encourages learners to engage in authentic and meaningful communication in the target language (communication that has a function over and above that of language learning itself), includes a wide variety of text-types and activities involving pair work and group work as well as whole class work, and, critically so far as the history of English language teaching in Taiwan is concerned, does not emphasise non-meaningful repetitive drilling and memorisation. It is important to provide this sort of specification of what is meant by CLT in the context of the Taiwanese curriculum guidelines because the application of the term ‘communicative language teaching’ has evolved and changed and has been, and is, used in a number of different ways (see, for example, Beretta, 1998; Celce-Murcia, Dornyei & Thurrell, 1997; Howatt, 1984; Kumaravadivelu 1994).

Since ‘communicative language teaching’ and ‘communicative competence’ are often linked, it is also important to be aware that there are different approaches to the specification of the latter (see, for example, Campbell & Wales, 1970; Celce-Murcia, Dornyer & Thurrell, 1997; Council of Europe, 2001; Hymes, 1972). Above all, it is important to be wary of simplistic applications of the notion of ‘communicative language teaching’.

In the context of globalization and, in particular, the globalization of English, with English becoming a key part of the educational strategy of many countries (Graddol, 2006, p. 70), there has been an increasing tendency to universalize aspects of education. This is reflected in what has been referred to as the emergence of ‘mass curricula’ (Ramirez & Boli, 1987), which are “defined and prescribed through the influence of international organizations [and]. . . through the models provided by dominant nation-states” (Benavot, Cha, Kamens, Meyer & Wong, 1991, p. 97). So far as English language education is concerned, it has been argued that one aspect of the universalization of the curriculum that should

be challenged is the dominance of communicative language teaching which, although it is an approach which can be associated with a range of different methodologies, nevertheless leads to the prioritization of methodologies that are inappropriate in some contexts (Box, 2003, p. 278). It has also been argued that “the frequent paradigm shifts in the field of second and foreign language teaching have not resulted in significant progress in language learning . . . [the] fault [seeming] to lie in the overstatement of criticisms directed at existing paradigms and the failure to challenge the validity of the advantages imputed to replacements” (Sheen, 1994, p. 127) These two things, taken together, have led to a situation in which it is increasingly being argued that the cultural context of language teaching, which inevitably impacts on teaching methodologies (Hu, 2005, p. 635), should be given more prominence in teacher education programmes, something that is likely to lead to what has been referred to as a “cautiously eclectic approach” in which “pedagogical choices are grounded in an understanding of sociocultural influences” (Hu, 2002, p. 93). However, as Canagarajah (2005b, p. 9) notes, “[the] local has negotiated, modified, and absorbed the global in its own way”. In any case, like the concept of communicative competence, communicative language teaching can be interpreted in a variety of ways and it is an approach that is endorsed in the Taiwan national curriculum guidelines for English.

Although I consider ‘communicative language teaching’ (in the way in which it is described with reference to the Taiwanese curriculum guidelines) to be an important aspect of teacher effectiveness in the context explored here, it is important to bear in mind that, as Wei (1999) observes, the type of paper-and-pen testing that is encroaching on the teaching of English in primary schools in Taiwan inevitably has the effect of encouraging the use of traditional teaching methods. In addition, since many Taiwanese teachers will themselves have learned English in traditional ways and since “prospective teachers enter teacher education programs [bringing] with them an accumulation of prior experiences that manifest themselves in the form of beliefs that tend to be . . . resistant to change” (Johnson, 1995, p. 34), primary teachers in Taiwan will, as Su (1999) has emphasised, require support if they are to attempt to include communicative approaches in their teaching repertoire. This is particularly true in view of the fact

that it appears, on the basis of the training-focused survey conducted here, that training programmes in Taiwan do not necessarily include reference to CLT and, even where they do, trainees may remain confused about what is involved, sometimes appearing to assume that CLT is simply another term for teaching that is conducted through the medium of the target language (see *Chapter 4*). Although over sixty per cent of the 166 teachers involved in the general survey reported here claimed to use communicative methodologies in their teaching, many of them did not attempt, when asked to do so, to specify what they considered to be the three most important characteristics of communicative language teaching (see *Chapter 3*).

### **6.3 Background to this part of the research project**

#### **6.3.1 Collection of the data**

In 2005, I asked primary teachers in and around Kaohsiung in Taiwan if they would be prepared to provide me with videos of English lessons they had taught in that year or in the previous year. In line with the ethical procedures required by the University of Waikato in relation to research involving human subjects, I explained the nature of the research in which I was involved and assured the teachers that I would not reveal their identities, would refer only to written transcriptions of the lessons in any published material, and would share my research findings with them.

Twenty videos of individual English lessons were provided. All of those who supplied videos were homeroom teachers<sup>44</sup> (that is, primary teachers who take responsibility for teaching most subject areas to a whole class) who, in addition to having a general primary teaching qualification, also had a recognised qualification in the teaching of English to young learners. All of them had between two and ten years of experience of English language teaching.

I viewed all of the videotaped lessons and then contacted as many as possible of the teachers again, asking them to confirm that they had no objection to my

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<sup>44</sup> Those six homeroom teachers not only teach English to their own classes but also teach English to the other classes.

quoting from their lessons in published materials. Only six explicitly gave permission for this. Fortunately, the six lessons for which permission for direct quotation was given were all typical of the lessons as a whole (judged on the basis of the criteria outlined in 6.2 above). At that point, I transcribed the six lessons and designed, to accompany the effectiveness criteria, a series of observation tasks, often in the form of questions, of the type recommended by Wajnryb (1992). The full list of effectiveness criteria and observation tasks is provided in *Appendix 5*. The lessons were then analysed in detail terms of these effectiveness criteria and observation tasks.

### **6.3.2 The lessons**

The twenty lessons recorded involve teachers from 19 different public primary schools in the Kaohsiung area of Southern Taiwan. The six lessons that were transcribed involve students in grade 3 (one lesson), grade 4 (one lesson), grade 5 (three lessons), and grade 6 (one lesson). Each class is made up of between 30 and 40 students.

#### **Class 1 (Students grade 5, age 10)**

This class has two periods (80 minutes in total) of English each week (40 periods each semester). The textbook used in this class is the first volume of *Darbie, Teach me!* (Chen, 2004). This series is written and produced in Taiwan (see textbook analysis in *Chapter 5*). Thirty-six students were seated individually in rows.

#### **Class 2 (Students grade 5, age 10)**

This class has two periods (80 minutes in total) of English each week (40 periods each semester). The textbook used is the first volume of *Power up English*. This textbook is produced by Kaohsiung City Education Bureau (Kaohsiung Elementary English Resource Centre) (see textbook analysis in *Chapter 5*). Thirty-six students were arranged in 6 groups, spaced around the classroom.

### **Class 3 (Students grade 4, age 9)**

This class has one period (40 minutes in total) of English each week (20 periods each semester). The textbook used is the first volume of *Power up English*, unit 6 (see *Appendix 7*). This series is produced by Kaohsiung City Education Bureau (Kaohsiung Elementary English Resource Centre) (see textbook analysis in *Chapter 5*). Thirty-five students were arranged in a U-shape. The teacher's desk was at the front of the classroom.

### **Class 4 (students grade 3, age 8)**

This class has one period (40 minutes in total) of English each week (20 periods each semester). No particular textbook is used, the teaching materials being produced by the teacher. Thirty-five students were arranged in groups of six, spaced around the classroom.

### **Class 5 (students grade 5, age 10)**

This class has two periods (80 minutes in total) of English each week (40 periods each semester). The textbook used is volume 1 of *Power up English*. Forty students were arranged in pairs in four rows.

### **Class 6 (students grade 6, age 11)**

This class has two periods (80 minutes in total) of English each week (40 periods each semester). The textbook used is volume 7 of *Power up English*. Thirty-five students were arranged in rows, with boys on one side of the room and girls on the other.

## **6.3.3 The teachers**

All of the teachers whose lessons have been transcribed are trained primary school teachers who have been approved to teach English by the Taiwan Ministry of Education.

### **Teacher A**

Teacher A has a degree in English that included training in primary school teaching, one component of which was teaching English. She has taught English for seven years.

**Teacher B**

Teacher B passed the English Language Proficiency Test sponsored by the Taiwan Ministry of Education (MOE) in 1999<sup>45</sup> and has completed the Primary School English Teacher Training Program (PSETTP) (1999-2000). She has taught English for four years.

**Teacher C**

Teacher C passed the English Language Proficiency Test sponsored by the Taiwan MOE in 1999. She has degrees that include English as well as having completed the Primary School English Teacher Training Program (PSETTP) (1999-2000) She has taught English for six years.

**Teacher D**

Teacher D passed the English Language Proficiency Test sponsored by the Taiwan MOE. She has a degree in English and has also completed a Certificate in teaching at primary level. She has taught English for ten years.

**Teacher E**

Teacher E passed the English Language Proficiency Test sponsored by the Taiwan MOE in 1999. She has degrees that include English as well as having completed the Primary School English Teacher Training Program (PSETTP) (1999-2000). She has taught English for four years.

**Teacher F**

Teacher F has passed the GEPT (General English Proficiency Test) at a high-intermediate level. She has completed a local government training program in the teaching of English. She has taught English for two years.

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<sup>45</sup> . The government introduced in 1999 a proficiency test for teachers of English and recruited individuals from the general public who had acquired a high level of English Proficiency.

### 6.3.4 Transcribing the lessons

Bailey (2001, p. 117) notes that “[transcripts] can be simpler orthographic renditions of speech or highly detailed linguistic representations which indicate in-breaths, pauses in micro-seconds, hesitations, overlaps, stutter-starts, hesitations and phonetic renderings of utterances”. In this case, I transcribed the lessons using spaced dots ( . . . ) to indicate a pause. Sections spoken in Mandarin or Taiwanese are represented in English but are in *bold italic print*. Where relevant, gestures, laughter, actions etc. are indicated in brackets. I have used capital letters, full stops, commas and question marks where their use appears to be justified in relation to intonation, pausing and/or overall sense. I have not, however, attempted to represent intonation or stress. In the transcription, T = teacher, S = student; Ss = students; C = class. Where there are obvious language errors, they are underlined. In deciding to include transcriptions of the lessons as an appendix, I was guided by Borg’s observation (1998, p.274) that material of this type should be made available for use in teacher development contexts.<sup>46</sup>

## 6.4 The findings

The main findings are outlined and discussed below under headings relating to each of the effectiveness criteria outlined in 6.2. Although these findings are related in a general way to all twenty lessons observed, specific examples are drawn only from the lessons of the six teachers who gave explicit permission for direct reference to be made to their lessons in reports of the research. The transcriptions of these six lessons are provided in *Appendix 8*. Where examples are given, the number and line of the transcript indicate their source.

### 6.4.1 *Criterion 1: Create a secure and attractive learning environment that will encourage pupils to experiment with the target language and to develop confidence*

On the basis of the observed lessons, it appears that homeroom teachers who are involved in the teaching of English in primary schools often make a great deal of

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<sup>46</sup> I believe also that the participants in my courses are likely to gain at least as much from guided exploration of these transcripts than they are from experiencing in a more indirect way the impact they have had on my own professional practice.

effort to create a secure and attractive learning environment, making effective use of maps, posters, pictures and children's own work. Where possible, they arrange desks and chairs in groups rather than rows. In general, with some notable exceptions, the techniques used for classroom management are effective and unobtrusive. However, there are occasions where instructions are ignored as in the following example from T3:

**T3, ll. 370 – 374**

**T:** Wait a minute. *What should you do after you find your partner?*

**Ss:** Bend our knees.

**T:** *Can you talk to each other to check each others' answers?* No Chinese, only English, okay. Now one, two, three, go.

**Ss:** (The students are yelling and asking each other the answer in Chinese)

The learners are given frequent encouragement and praise. However, this praise generally involves one of only a few expressions: *very good; wonderful; marvellous; brilliant*. The teachers appear, in general, not to have appropriate ways of providing moderate praise.

Students are often encouraged to translate English into Mandarin in order to provide evidence of understanding or in order to assist others to understand. Praise is often associated with successful translation:

**T1, ll. 181-191**

**T:** Yes, okay, when we play. When we have the computer class and *play the computer*; you can play the computer games. And you can surf the net, you can surf the Internet. What does it mean?

**S:** *surf the Internet*

**T:** You are brilliant. You are wonderful. *You see* surf Internet. He says *surf the Internet*. He knows it. He is wonderful. *Surf Internet*, Internet, surf. Surf Internet. It means *surfing the Internet*, oh, surf the Internet, wonderful, and oh, this is your favourite too. Do you have P.E. class?

**T6, ll. 141 -152**

**T:** So, today we have something different. Would you please look here. Look at the poster here everybody. Leo, would you please look here. Okay, today we have some new for us - Unit five: What's your hobby?

**S:** What's your hobby?

**T:** Yeh. What's your hobby? Do you know what does it mean? What's your hobby mean? Chinese meaning. Mimi, can you tell me what's your hobby? What does it mean? You know. Okay, please. (The teacher checks meaning by asking students to translate into Chinese.)

**S (Mimi):** *What's your hobby?*

**T:** *What's your hobby?* Very good, so look at here. Who is he?

Praise is generally not moderated in relation to task difficulty or the actual performance of students. There was no evidence of teacher strategies for indicating partial fulfilment of expectations such as, for example, where students used the correct form but with inaccurate pronunciation. In the example below, a student is praised unreservedly for providing a singular form where the appropriate form would actually have been the plural form:

**T2, ll. 88 - 95**

**S (Taggie):** Feet.

**T:** Feet, very good. (The teacher is circling feet on the body chart on the board.) And two more, one, two, three, four, five, six, seven, one more, the last one. Who is the lucky one? *Try* (The teacher is pointing to a student.)

**S:** Foot.

**T:** Foot, okay, foot *and* feet *are the same, very good, very good one, and two.* Okay, *you help us to say it aloud.* (Students are laughing.) Yeh, Andy.

Although constant praise can create a positive classroom atmosphere, it is likely to be much less effective than it could be where it is given in almost the same way every time and without any real regard to performance as is the case on many occasions in the observed lessons.

#### **6.4.2 Criterion 2: Use the foreign language incidentally as part of normal classroom procedure**

The majority of the teachers involved in this study attempted to use English for most of the teacher talking time, and classroom instructions were typically in English. In the case of the six lessons in focus here, the teachers talked for between 70% and 90% of the lesson time (approximately 70% in one case, approximately 80% in two cases, and approximately 90% in the three remaining cases). The amount of time teachers used English in class was closely mirrored by the amount of time students used English in class. Where the teacher used English between 90% and 95% of the time, the students used English between 75% and 85% of the time. However, where the teacher used English for approximately 50% of the time (in the case of one of the twenty lessons which are not in focus here), the students also used English for approximately 50% of the time. There were problems associated with the attempts made by teachers to use English as much as possible in class. Frequently, their English was inaccurate. Some examples from the six lessons in focus here are provided below:

When we started at? (T1, l. 171)

And let's who, let's who. (T2, l. 87)

Would you something about today? (T2, l. 4)

You have to talking the sentence: "Do you like...." (T3, l. 448)

Next turn will girls (T3, l. 326)

Are you a elephant? (T 4, l. 4)

Red, I am bad, and she winner. (T4, l.251)

Teacher will show you how teacher and student look like. (T 5, l.116)

I give each the number. (T 5, l.121)

Sky are blue. (T6, l. 72)

You normal speed. (T 6, l. 75)

In the case of all six of the lessons in focus here, the children either did not respond or responded inappropriately to instructions given in English approximately 50% of the time (two lessons), approximately 60% of the time (two lessons), approximately 70% of the time (one lesson), approximately 80% of the time (one lesson). Here is an example:

**T4, II.411-435**

**T:** Excellent, very good, now let's try. Back the table. Thank you. Back the table, thank you. Now I want number two, okay, so. Cindy and who is he?

**Ss:** John

**T:** Okay, John and Cindy stand up. Everybody say what colour is it?

**C:** What colour is it?

**T:** Yellow. And find where is yellow. (The teacher is pointing to a yellow hat on one of the student's desks.)

**S:** *Here, here.*

**T:** It's yellow. It's yellow. I think it's like orange, right.

**Ss:** (The students are laughing.)

**T:** Orange or yellow? Orange, okay. Do you understand? Two times. Ready, everybody, ready? Go.

**C:** What colour is it? What colour is it?

**T:** Mmm, green.

**Ss (Cindy and John):** (Cindy and John cannot follow and so remain quiet.)

**T:** It's green. It's green. Okay, one to zero. *One to zero*. Okay, everybody. (The teacher is clapping her hands.)

**C:** What colour is it?

**T:** orange

**S (Cindy):** It's orange.

**S (John):** (John remains silent).

**T:** Two zero, Cindy, come here. How about this time, banana? Okay, here?

**Ss:** (Laughing.)

**T:** Just hard, hard.

**T5, ll. 96-113**

**T:** You are a student. (The teacher points to a student.)

**C:** You are a student.

**T:** Okay, one more time. What am I?

**C:** What am I?

**T:** *I am asking you a question and not asking you to repeat after me.*

**C:** You are student . . . teacher.

**T:** Can you put into a sentence?

**C:** You are teacher.

**T:** *You missed one magic word.*

**S:** a

**T:** *You missed one magic word. Is it a?* You are a teacher.

**C:** You are a teacher.

**T:** You are a teacher.

**C:** You are a teacher.

**T:** Okay, one more time, what am I?

**Ss:** What am I?

**T:** What am I? *What am I? What do I do?*

**C:** You are a teacher.

Notice that in the extract above, the teacher mimics a correct response from the students - *You are a teacher*. In doing so, however, s/he risks confusing the students about the meaning of the sentence.

The difficulties teachers had in expressing themselves clearly and accurately in English were particularly evident at points where they attempted to associate new words or structures with meanings. In all cases, where these meanings could not

be clearly demonstrated through the use of pictures, the teachers switched to Chinese at this point in their lessons. Here are some examples.

**T1 II. 63-74**

**T:** Okay, Now I want to teach you this word. (The teacher points to the word 'favourite' on the board)

**C:** Favourite.

**T:** What is your favourite colour? Favourite? *What does favourite mean?* What does it mean?

**C:** Yes! *favourite*

**T:** You know it. Favourite, favourite, repeat after me, favourite

**C:** Favourite.

**T:** Favourite.

**C:** Favourite.

**T:** Oh, ice cream my favourite. Apple pie, oh that's my favourite. *My favourite*, okay. (The teacher uses Chinese to translate 'my favourite' for the students.)

It is relevant to note that in identifying two different things as her 'favourite' (ice cream and apple pie), the teacher risks misleading the students about the meaning of the word. Indeed, the fact that the extract already quoted in which this teachers makes reference to surfing the Internet includes 'this is your favourite too' suggests that s/he may be unclear about the meaning of the word.

**T1, II. 208-212**

**T:** P.E. class. What does it mean, P.E.? P.E. is a Physical Exercise. Physical, *physical* exercise. *exercise*, Physical Exercise. It's a short term of P.E., of Physical Exercise. Okay, now, they are doing the exercise. (The teacher is holding a card showing some students doing P.E.) Can you see the picture?

**T 3, II. 81-91**

**T:** Okay, we are going to find someone to see if you . . . Do you understand what's going on? (The teacher is selecting a student.) Number

26.

S (No. 26): (stands up but doesn't know how to answer.)

**T:** *What happened in the kitchen? Do you remember? Nini was hungry. And then what happened in the kitchen?*

S (No. 26): (answers it in very low voice)

**T:** *It's okay if you don't know the answer. Nini is hungry, and then what does mum give to Nini?*

S: chicken

**T:** Chicken. *Do you like chicken?*

S: (nods her head.)

#### **T4, II.17-23**

**T:** Red, okay. Red is blind. What is blind?

S: (quiet)

**T:** Cannot see, cannot see. What's blind in Chinese? Anybody help?

S: (raising hand)

**T:** Jessie, stand up, tell everybody what is blind in Chinese.

S (Jessie): *blind*

**T:** Okay, understand? Cannot see, oh, no, okay, one day, sit down, thank you very much.

#### **T6, II.193-197**

**T:** What's? What's in Chinese? Can you tell me? How about Jennifer? Jennifer? What does it mean?

**S (Jennifer):** *playing Chinese chess*

**T:** *Playing Chinese chess.* Very good. This is *playing Chinese chess.* How many words of them; *how many words in playing Chinese chess,* playing Chinese chess.

#### **T6, II. 209-212**

**T:** Longer one. How about this one? Collecting stamps. What is in Chinese collecting stamps?

**Ss:** *Collecting stamps.*

### **6.4.3 Criterion 3: Create and obtain a wide range of resources to support learning and use them selectively as part of the teaching sequence**

Typically, the teachers used a wide range of resources. In the case of the six lessons in focus here, these resources included textbooks, posters, pictures, word cards, overhead transparencies and objects such as dice (die) and ‘big books’. In most cases, the resources used were those that had been supplied by textbook publishers. However, the teachers tended to rely very heavily on these resources and the resources tended to dominate rather than support the teaching and learning even where, as in the examples from T3 and T6 below, they are *moiré* likely to be confusing then helpful and include ungrammatical segments:

#### **T3, ll. 41-47**

##### **Chant: *I like tea***

I like Tommy,  
I like tea,  
I like English,  
and English likes me.

#### **T6, ll. 84-89**

##### **Chant: *I like winter/spring/ summer/fall best of all***

winter spring summer fall  
why winter snow is white  
I like winter the best of all

winter spring summer fall  
spring spring grass is green  
I like spring the best of all

winter spring summer fall  
blue summer sky are blue  
I like summer the best of all

winter spring summer fall  
yellow fall leaves are yellow

I like fall the best of all

**6.4.4 Criterion 4: Use games and songs in a well-structured programme, so that language learning is creative, spontaneous and enjoyable, but progression of learning is ensured**

In the majority of cases, there was little evidence that the lessons formed part of a progressive and well-structured programme of work. Lesson objectives were often unclear: in the case of three of the six transcribed lessons (T1, T2 and T6), the researcher was unable, even after viewing the entire lesson, to determine exactly what the lesson objectives were. In addition, the warm-up and revision sections (occupying between 20% and 80% of class time in the case of the six lessons in focus here), sometimes had little or no detectable relationship with the new material.

In T1 the lesson objective was indicated clearly at the beginning of the lesson (*What's your favourite \_\_\_\_\_? It's \_\_\_\_\_.* ) However, the introduction of an unfamiliar word (*class*) at a critical point in the lesson served to distract both teacher and students from the lesson objective. At that point, the focus of the lesson moved to vocabulary for types of class. From that point on, the lesson focus appeared to shift between new vocabulary and the lesson objective, the new vocabulary never being successfully integrated into the overall lesson objective. In all but one of the six lessons, there was no detectable lesson shape, the lessons moving uneasily between presentation and practice as the teachers struggled to make themselves understood.

Although most of the twenty observed lessons began with a 'warm-up', the warm up often had no obvious connection with the overall lesson objective/s. In the first example below, the warm-up involves TPR.

**T1, ll. 1 – 15**

**T:** Let's warm up. Okay. Look right! What is look right? Right. Yes. Look left. Yes.

**C:** (Students look right and left)

**T:** Look at the clock. Where is the clock? Hey. . Hey.

**C:** (Students look at the clock)

**T:** And look at the TV. Where is TV?

**C:** (Students look at the TV)

**T:** Yes and look at me. Yes. That's right.

**C:** (Students look at the teacher.)

**T:** And stand up, up, up, up.

**C:** (Students stand up)

**T:** Sit down, down, down, down

**C:** (Students sit down.) down, down, down

**T:** Stand up again . . . up, up, up. One two three go. Stand up.

**C:** Up, up, up. (Students stand up.)

**T:** Good! Put you chair under the table, please. (Everyone puts their chair under their desk)

**T:** Now . . . turn right. Yes, turn right. Who's wrong? Turn left.

**Ss:** One two.

**T:** Turn right.

**C:** One two.

**T:** Turn right.

**C:** One two.

In the following example, the warm-up involves days of the week and weather (which are central neither to the current lesson (dealing with parts of the body), nor the previous one). Apart from the identification of the correct day of the week (Monday), the responses (cold; windy) seemed to bear little relation to reality. Furthermore, this warm-up occupies a considerable part of the 40 minute lesson period.

**T 2, ll. 1 – 45**

**C:** Good morning (The entire class is facing the visiting teachers, and the students are talking noisily.)

**T:** Thank you. Very good. Okay everyone, sit down. Please sit down. Okay, and would you something about today. Okay, what day is today? (The teacher raises her hand.)

C: Today is Monday.

T: Monday, very good. And I need a helper. *I need a helper.*

Ss: *Me, me, me* (Several students raise their hands, wanting to volunteer.)

T: *Help us to take one card.* Okay, ssh...and Sophia, please, okay, could you take one. Okay? That's Monday. M. *On the bottom, thanks* you. Is it correct? Yes.

C: Yes.

T: Okay, very good, thank you. Okay, today is Monday.

C: Today is Monday.

T: And how about the weather? How about the weather? Is it cold, or is it hot? Hot or cold?

Ss: Hot

Ss: Cold

T: Cold? Hot? Okay. (The teacher is pointing to a student at the front.) Would you like to point to the one? Okay and just stick on.

Ss: (talking nosily)

T: Okay, it is cold today. Everyone, it is cold.

Ss: It is cold.

T: Cold.

C: Cold.

T: It is cold today.

C: It is cold today.

T: Okay, very good. How about is it sunny, windy or cloudy today? (The teacher is raising her hand.)

S: Windy,

T: Windy?

S: Sunny.

T: Sunny or windy? Okay, James okay, thank you.

S (James): (The student is putting a card representing 'windy' into a chart on the board)

Ss: (Students are talking and teasing nosily, talking about the fact that 'James' sounds like 'jam' in English.)

T: Okay. Thank you, *Our* James *says* today is, everyone, windy. It is cold and windy. Let's put together. Today is Monday.

**C:** Today is Monday.

**T:** and it is . . . cold and windy.

**Ss:** It is cold and windy.

**T:** Okay, one more time. Today is Monday.

**C:** Today is Monday.

**T:** It is cold and windy.

**C:** It is cold and windy.

In one of the lessons (T2), the teacher spent a considerable amount of time taking pictures of students and making overhead transparencies to demonstrate parts of the body although this could have been done very easily without any elaborate procedures. Furthermore, after the language in the textbook had been introduced and practiced using materials supplied with the textbook, the teacher went on to use a 'big book' to go over once again what had already been done. This time, however, additional vocabulary which had no direct relevance to the content of the lesson was introduced (e.g., 'spot' and 'dot'). Overall, whatever the surface appeal of introducing new resources, this part of the lesson was far less effective than the earlier part. Introducing a range of different resources can be useful. However, unless these resources are very carefully selected, they may not only waste valuable time, but also undermine the learning that has already taken place.

Games were not well integrated into the lessons and often consisted of nothing more than repetitive practice in which the 'game' element was simply competition to score points, the points themselves being frequently allocated in what appeared to be an arbitrary way. Often, the competitive element involved boys versus girls. In fact, two of the teachers arranged their classes in rows with boys on one side of the room and girls on the other to facilitate this type of competitive activity. Although these activities seemed to be interpreted as games by the teachers concerned, the learners clearly did not always interpret them in the same way. Indeed, many of the students seem to resist or even resent this sort of thinly veiled repetitive practice.

**T3, ll.151 - 162**

**T:** Okay, now put down your hands. And now let's have a competition between boys and girls.

**S:** Yes

**T:** number three

**S:** Ssh

**T:** And the girl, you come here. Put your hands on your head. Listen, hamburgers.

**Ss:** (Two students show the number reluctantly)

**T:** Okay, the boy is a better. Hamburger. How about, pizza?

**Ss:** (Two students show the number reluctantly.)

**T:** The girl is better. Fried chicken. The girl is better. Fried chicken, noodles, noodles. The girl is faster, so girl is the winner. The girl gets one point.

**See T6, ll. 368 - 375**

**T:** That's enough. Now I will give you a ball. A ball to boys and a ball to girls. Okay, listen to me. Later I will play the chant, and pass the ball please. I got two rule. ***Listen, two rules***. Never let the ball fall on the ground. If the ball fall on the ground, you lose. ***You lose***. Never let the ball fall on ground. When I stop the chant. . . . I will stop the chant. Everybody will say: What's your hobby? Okay, who is going to answer the question? ***Who is going to answer the question?***

Songs were used in one of the transcribed lessons and in six of the other fourteen recorded lessons. The language of the songs was, in almost all cases, considerably more complex than the language of other parts of the lesson. In one case, the words of the song were ungrammatical. In all cases, there was clear evidence that the learners did not understand parts of the songs. Printed below is song used in T2, a lesson in which parts of the body were introduced:

If you are happy and you know it, clap your hands.

If you are happy and you know it, clap your hands.

If you are happy and you know it and you can really sure then

If you are happy, and you know it, clap your hands.

If you are happy and you know it, turn your head.

If you are happy and you know it, turn your head.

If you are happy and you know it and you can really sure then.

If you are happy, and you know it turn your head.

If you are happy and you know it, wave your arms.

If you are happy and you know it, wave your arms.

If you are happy and you know it and you can really sure then.

If you are happy, and you know it, wave your arms.

Although the song above was related to the theme (body parts) of the lesson, its language is considerably more complex (and ungrammatical in one repeated line) than that of main part of the lesson. Many of the students appeared not to understand the song and could neither sing it nor do the appropriate accompanying actions. This song was not taken directly from the textbook, which uses a different song (*Head, shoulders, knees and toes*).

### **T2, ll.634-639**

**T:** Okay, let's *finish this song*. If you are happy and you know it, turn your head. If you are happy and you know it, turn your head. If you are happy and you know it and you can really sure then. If you are happy, and you know it turn your head.

Okay.

**C:** (Only a few students can sing the song and do the actions.)

**T:** Okay, very good.

Although all twenty lessons included at least one song, one game or one activity involving a combination of words and actions, they often made little, if any, contribution to the language that appeared to be in focus, and they often seemed to confuse rather than enlighten the children.<sup>47</sup>

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<sup>47</sup> In case of all six transcribed lessons, between 70% and 100% of the 'games' involved nothing

#### **6.4.5 Criterion 5: Make extensive use of total physical response (TPR) and interactive learning to enable children to ‘breathe’ the language.**

Although total physical response has an important role to play in the teaching of English to young learners, it is only one of a range of useful techniques, and one would therefore not expect to find it in all language lessons. Total physical response in some form was evident in five of the fourteen language lessons observed but not transcribed, and featured in one of the six transcribed lessons (see above). In that lesson, it appeared to have no detectable relationship to the lesson objectives, being used as a classroom management tool. When the children became unruly, the teacher intervened with a limited repertoire of instructions directed to the whole class (e.g., ‘stand up’, ‘sit down’) which appeared to do little more than disrupt the progress of the lesson and, potentially, lead the children to associate instructions in English with regimented discipline and control. This was also the case in some of the other lessons in which total physical response featured.

#### **6.4.6 Criterion 6: Understand children’s errors as part of their interlanguage and use error to promote further learning**

Although none of the teachers ridiculed learners who made errors, other learners sometimes did, and were sometimes permitted to do so without teacher intervention. In the case of two of the six transcribed lessons, students who made errors were ridiculed by other students and neither of the teachers intervened.

When teachers corrected learner errors in English, they often did so implicitly, by reformulating the utterance (see first example below). However, Chinese was often used as an error correction technique, sometimes even beyond the point at which it served any useful purpose.

**T5, II. 102 - 106**

**T:** Can you put into a sentence?

**C:** You are teacher.

**T:** *You missed one magic word.*

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more than team-based repetitive language practice.

**S:** a

**T:** *You missed one magic word. Is it 'a'?* You are a teacher.

**T6, ll. 427 – 430**

**T:** What's your hobby? (The teacher points to the card illustrating 'listening to music'.)

**S:** My hobby is listen to music.

**T:** Listening to music, very good. Okay, Leo, what's your hobby?

**S:** My hobby is playing chess.

In the following example, the teacher first misleads the learners by using two different structural frames, one after the other: *You can play . . . ; You can . . .*). S/he provides an action that could lead to one of two responses (*swim/ swimming*). The actual response (*swimming*) is not the one that fits the frame. She accepts this response, repeats the frame (*You can . . .*) and provides another action. The response (*running*) repeats the form of the earlier response (*swimming*) and therefore once again does not fit the revised frame. The teacher then reformulates the response, fitting it into the frame and asking for confirmation that it is correct. She therefore succeeds both in affirming a response that is correct in terms of meaning and providing a sentence that is structurally correct.

**T1, ll. 200-207**

**T:** You can play . . . basketball. (The teacher demonstrates the action of playing basketball)

**C:** Basketball.

**T:** You can . . . (The teacher demonstrates the action of swimming).

**C:** Swimming

**T:** Good, you can . . . (The teacher demonstrates the action of running).

**C:** Running

**T:** You can run. Is it right?

**C:** Yes.

In the following example, the teacher actually supplied the incorrect form after repeating the correct form supplied by a learner:

**T6, ll.70 -73**

**T:** Okay, all right.

**S:** because the sky is blue

**T:** because the sky is blue, the sky are blue. Okay. Girl you got point too.  
Very good.

**6.4.7 Criterion 7: Create extensive opportunities for listening and respect the need for a ‘silent period’ whilst pupils process the information heard**

Most of the twenty lessons were teacher-centred. In the case of the six transcribed lessons, the teachers talked for between 70% and 90% of the lesson time (approximately 70% in one case, approximately 80% in two cases, and approximately 90% in the three remaining cases). There is a considerable amount of evidence that much of this teacher talk (including instructions) was not understood by at least some of the learners. Thus, for example, at the end one of the lessons (T1), the students were asked to take part in an activity which involved doing a survey. At least four of the students were completely unable to participate in the activity and clearly had little or no understanding of what had preceded it.

**T1, ll. 542 - 546**

**T:** You can make a survey, okay. You can *make a survey*. Ask five friends the questions. What’s your favourite class? It’s bra bra bra. You can stand up and go ahead. Yes go ahead.

**Ss:** (The whole class stands up and everyone seems to be trying to follow the teacher’s instructions. At least of four students were completely unable to participate in the activity.)

Not only was it clear that some of the students did not understand what they were supposed to do, but many of the others, at least half, used Chinese rather than English throughout the activity.

In another lesson (T3), students were given cards with questions on them and were asked to use the questions to find partners. At least four of the students could

not read the words on the cards and a considerable number of the other students appeared not to understand what they were expected to do (see T3, ll. 376 – 382).

Towards the end of one of the lessons (T6, ll. 263 - 451), there was a ‘game’ that involved students in catching a ball and then saying what their hobbies were. Some students who caught the ball were unable to respond at all, others seemed simply to copy what the previous student had said.

In many cases in the twenty observed lessons, teachers appeared either to be unaware of the difficulties that some of the students were having or lacked strategies to resolve them. Lessons often continued on irrespective of the problems students were having.

There is a difference between respecting the need for students to be given time to process information and ignoring the fact that information has not been, and is not being, processed. Many of the problems experienced by learners can be related to the fact that most of the teachers lacked effective concept introduction and concept checking strategies (two of the most important strategies in language teaching), and many of them used classroom language that was not only frequently error-ridden, but also considerably beyond the learners’ current level of comprehension. In T1, for example, no attempt was made to introduce the concept ‘favourite’ in a way that clearly distinguished it from ‘like’ and the only attempt at concept checking (asking the students to draw a picture illustrating a particular type of class (e.g., a music class), related not to the central concept (favourite) but to vocabulary that was introduced alongside it and that, therefore, could more usefully have been selected on the basis that it was already known and understood by the learners.

#### **6.4.8 *Criterion 8: Encourage learners to engage in meaningful communication in the target language, communication that has a function over and above that of language learning itself***

Most of the language taught in the twenty observed lessons involved decontextualised utterances (generally question and answer sequences), with a focus on form rather than meaning. On several occasions, one of the teachers (T1)

asked the question: *Is s/he right?* in a context where learners were not in a position to answer. This is because each student was, at that point, supposed to indicate what his or her favourite lesson was. Therefore, the other students could not know whether the answer given was 'right'. All they could do was respond to the form rather than to the meaning.

In the following extract from *T6*, the teacher makes it clear that s/he is asking students to respond grammatically rather than truthfully. In fact, what is required is repetition of the sentences already introduced.

**T6, ll. 34-60**

**T:** So what season do you like best? (The teacher shows the card with the picture representing fall)

**C:** I like fall best.

**T:** You like fall best because what? . . . because . . .

**Ss:** because

**T:** because the leaves are beautiful.

**Ss:** because the leaves are beautiful.

**T:** And what season do you like best? (The teacher shows the card with the picture representing spring)

**C:** I like spring best.

**T:** You like spring best because . . .

**Ss:** because

**T:** because the grass is green, or because . . .

**Ss:** because the weather

**T:** because the weather is warm. Yeh. Any answer is okay. Eh, I want, eh... different answer from Cerci. You like winter, oh, no, you like spring best because. . . . Can you give different answer? . . . (3 second pause)

**S (Joyce):** (no answer)

**T:** No? Or someone can give me answer. Raise your hand. I like spring best because what? Someone, boy or girl . (The teacher goes to the front of the class and marks a point under a symbol on the board for 'boys' and one under a symbol on the board for 'girls' ) Do you know you did a great

job, so I some give you points. One point and two points. Who can tell me . . . I like spring best because . . . All right, Eric. Speak.

**S (Eric):** because the grass is green.

In some cases, attempts were made to put the language into meaningful contexts. However, this was not always done in a controlled way and was often unsuccessful. Thus, for example, in one of the six transcribed lessons (T1) the teacher, in talking about hobbies and introducing the word 'art', says in *Chinese* (without pointing to any art works): ***In our school, you can see art, art. Everywhere is art. I just said that we can see art works everywhere in our school, beautiful things, is that right?*** There is no response from the students.

In another of the six transcribed lessons (T 6), also dealing with hobbies, the students were asked in Chinese: ***Who is going camping? I see you're very happy. Where are you going camping?*** In fact, however, some of the learners had just returned from a camping trip. The extract below follows:

**T6, ll. 5-18**

**T:** Just fine? I think you are more than fine. There are some of you very happy and excited. Oh, oh, I remember you just come back from your trip, right. You just come back from your trip, right. How was the trip?

**C:** (Students remain silent.)

**T:** Excited? Joy, how was the trip? Joy, how about you?

**S (Joy):** (no answer.)

**T:** It's okay. Is it okay? (no pause for response) How about Charlie? How was the trip? (no pause for response)

**S (Charlie):** (nodding his head)

**T:** Just nod your head? I want someone tell me how was trip, not just nod your head. Not enough. How about Joyce? How was the trip?

**S (Joyce):** (no answer)

The extract above illustrates the problems that are likely to result when a teacher uses language that is considerably above the students' current level of competence. In such a case, communicative breakdown is the most likely outcome.

In two of the six lessons (T 1 and T 3), an attempt to put the language into a meaningful context was more successful. In both cases, students were asked questions about their own preferences. In the following extract from T1, the teacher appears, at least in part, to successfully elicit responses relating to learners' favourite foods (but only after resorting to Mandarin to explain the meaning of 'favourite'):

**T 1, ll. 105-126**

**T:** Yes, it's pizza, good. What is it? (The teacher shows a card representing cake.)

**C:** It's cake.

**T:** Very good, you are wonderful. What is it? (The teacher shows a card representing a hot dog.)

**C:** It's hot dog.

**T:** Hot dog. What is it? (The teacher shows a card representing spaghetti.)

**C:** It's hot, hot.

**T:** It's spaghetti. Yes, it's hot. And what is it? (The teacher shows a card representing ice cream.)

**C:** It's ice cream.

**T:** Okay, now tell me what's your favourite food? Favourite food. Do you know? Do you remember favourite? In Chinese we say *favourite*. What's your favourite food? Okay. Who can say? Please raise your hand. Okay, Charlie what's your favourite food? Okay.

**S (Charlie):** My favourite food is ice cream.

**T:** Ice cream. Okay, me too. What's your favourite food? Jessica.

**S (Jessica):** My favourite food is mango.

**T:** Okay, my favourite food is mango. Mango is the fruit, okay? My favourite food. Can you tell me what is your favourite food? What's your favourite food? (The teacher points to a student.) Yes.

**S:** My favourite food is spaghetti.

There was little pair or group (as opposed to whole class) activity – none at all in three of the six transcribed lessons (T1, T2 and T3). In the case of the three

transcribed lessons that did involve pair work and group work, the instructions given actually confused the students who either spoke Chinese for all or part of the time, or were given so little time for the activity (53 seconds in one case; 1 minute and 13 seconds in another) that they are unable to participate at all. In the extract from T1 below, the teacher used an elaborate approach to the introduction of pair work, an approach that took up more time than the activity itself (which involved asking and answering a question about favourite classes). After the first or second lesson with a class, an experienced teacher who had been introduced to some simple classroom management strategies might be expected to be able to introduce pair work simply by saying the words (i.e., *pair work*) accompanied by an appropriate hand gesture.

**T1, ll. 419-432**

**T:** Now I want to do the pairs work. What is the pairs work? Hello, I am Chin. Hello, I'm Donny, Donny. (The teacher is wearing two gloves with two faces - Chin and Donny – and demonstrating how to do pair work.) Now face to face. Face to face. What's your favourite class? (The teacher is moving her right hand.) It's P.E. class. (The teacher is moving her left hand.) What's your favourite class? (The teacher is moving her left hand.) It's English class. (The teacher is moving her right hand.) Okay, can you answer? Now face to face to your friends. Face to face. ***Face to face***. Please do the pair works. (The teacher is checking the students' seating arrangements) Please do the pairs work. Now, one, two, three, go.

In the extract from T2 below, the teacher uses Chinese to explain things that could, once again, be very easily indicated by the use of simple gestures (e.g., ***go back to your seats; look towards the back of the classroom***).

**T2, ll. 275 – 280**

**T:** Excellent, very good, Excellent. ***Please go back to your seats***. Thank you, very good, okay. ***Then I would like to ask you to turn around to look towards the back of the classroom. You are going to do a small practice exercise. You are going to do a group competition and rule is very***

simple. *The rules are very simple. If you can finish in three minutes, you pass.* And do you remember? Let me show you.

## **6.5 Discussion**

Having observed twenty lessons and transcribed and analyzed six of them, it is now possible to reach some conclusions about the types of problem that occur and the types of difficulty teachers are experiencing.

### **6.5.1 Common teaching difficulties**

Typically, the teachers of the twenty observed lessons made an effort to create a secure and attractive classroom environment for the learning of English.

All of the teachers attempted to use English for much of the class time. However, much of the English language used by the teachers was not, even in the case of task instructions, adapted to the level of understanding of the learners, and much of it was inaccurate and/ or inappropriate.

Although it is tempting to argue that the best solution is to focus on the English language proficiency needs of teachers, this is clearly a long-term goal. Furthermore, having a high level of proficiency in English is no guarantee of effective teaching. As Driscoll (2000) observes, extensive use of the target language, whether or not that language is used accurately and appropriately, can, under certain circumstances, lead to confusion and alienation.

As noted in *Chapter 1*, the national curriculum guidelines for English indicate that English should be used as much as possible in the classroom (something that Antón & DiCamilla (1999) and Belz (2003) observe can lead to unrealistic expectations and problematic classroom dynamics (see *Chapter 2*)). In spite of the fact that the majority of the teachers involved in the questionnaire-based study reported in *Chapter 3* generally assessed their own proficiency as being in the competent to expert user ranges (see 2.2.3), problems relating to communicative language ability were detectable in all of the observed lessons. Given the evident difficulty that some teachers are having in using English that is appropriate, accurate and adapted to the needs of the learners, the issue of what is meant by ‘as

much as possible' needs to be addressed. In this connection, it is also relevant to note that although a considerable number (103 out of 166) of the teachers involved in the questionnaire-based survey reported in *Chapter 3* indicated that they used communicative methodologies, the lessons observed were found to be largely teacher-centred, with almost all interactions in English involving students answering questions posed by the teacher (something that is consistent with the findings of Sato & Kleinsasser (1999, p. 505) and Kervas-Doukas (1996, p. 193) in different contexts (see *Chapter 2*)). In all cases, the teachers talked – whether in English or Chinese – for a very large portion of the lesson time, 50% or considerably more in all cases (see *Appendix 9*). Simply cutting down on teacher talking time would have the effect of reducing the amount of inappropriate, inaccurate and often incomprehensible English to which the students are subjected. However, cutting down on teacher talking time is not a simple matter: teachers often keep on talking when their initial efforts to communicate are unsuccessful. If teachers are to reduce their teacher talking time, they will need more effective communication strategies. This, in turn, means that they will need to develop an effective repertoire of classroom language, including ways of giving instructions and praising and moderating praise. However, the findings of the training-centred survey reported in *Chapter 4* suggest that at least some teachers currently believe that there is no point in doing so if they already have a sufficiently high level of proficiency, and the findings of the more general survey reported in *Chapter 3* suggest that many of them may have an unrealistically high notion of their own proficiency achievements. Furthermore, so long as teachers believe that the curriculum guidelines actually endorse current practices, requiring them to use English as much as possible in the classroom, they are unlikely to be persuaded to alter them.

Reducing the amount of teacher talk and developing an effective repertoire of classroom language will not in itself be adequate to resolve the problem. One thing that is immediately apparent from even a cursory glance at the lesson transcripts is that the teachers lack concept introduction and concept checking strategies. There is a marked tendency, except in the case of the introduction of new vocabulary that can be represented pictorially, for the teachers to use translation into Chinese as their primary means of introducing new language and

of checking that learners have understood (something that may be related to a general lack of understanding of CLT that appears to be indicated in the failure of half of the participants in the survey reported in *Chapter 3* to attempt to list three characteristics of CLT). Thus, teachers appear to tend to use English except at one of the most critical points in lessons. If it is the case, as the data collected in the training-focused survey reported in *Chapter 4* indicates, that training programmes in Taiwan generally do not include concept introduction and concept checking strategies, and even encourage teachers to use translation as a primary means of explaining meaning, then there is a clear need to train the trainers. However, this will not resolve the problem if the teachers continue to be encouraged to use locally produced textbooks, and if the quality of these textbooks does not improve dramatically. Given the way in which language is selected, organised and presented in the sample of textbooks analysed and evaluated as part of this research project (see *Chapter 5*), it is difficult to see how the meanings of the language they introduce could be conveyed except through translation. In this connection, it is relevant to note that in the case of three of the six lessons from which extracts are included here, one of the textbook series analysed in *Chapter 5* was used as a primary resource.

Widespread reliance on textbooks in language teaching is reported in a different context by Sato and Kleinsasser (2004, pp. 9, 13 & 16) (see *Chapter 2*), and is also evident in the questionnaire responses reported in *Chapter 3* here (with 89% of respondents claiming to use textbooks). In all of the recorded lessons, the teachers relied heavily on textbooks. However, on the basis of the reports of the ten teachers who participated in the training-centred survey reported in *Chapter 4*, it appears that training programmes in Taiwan may not include textbook evaluation or textbook use (including adapting textbook materials to the needs of learners). Even so, there is little point in introducing textbook evaluation into training programmes if the Ministry of Education continues to recommend textbooks that are of poor quality (two of the textbook series evaluated in *Chapter 5* have Ministry of Education endorsement), and if the range of textbooks generally available to teachers does not include any that are likely to survive a rigorous evaluation process. A considerable number (62%) of the teachers involved in the survey reported in *Chapter 3* indicated that they favoured a

communicative approach. As indicated in *Chapter 1*, this can be interpreted in the context of the Taiwanese curriculum guidelines as an approach that, in addition to using English as the language of instruction as much as possible, involves using a wide variety of text-types and activities (including group work and pair work) and encouraging learners to engage in authentic and meaningful communication (communication that has a function over and above that of language learning itself). Although there is evidence that many of the teachers of the observed lessons were attempting to teach communicatively, there is little evidence that any of them were successful in their attempts to do so, one of the major problems being the nature of the resources on which they were relying.

A large number (74%) of the teachers who took part in the survey reported in *Chapter 3* indicated that they believed that it was more important for students to have lots of fun than it was for them to take their lessons seriously. However, although the teachers of the observed lessons appear to appreciate the value of including games, songs and activities in their programmes, there was little evidence that the students were actually having fun or that the games, songs and activities were contributing in any significant way to their learning. If teachers are to use games, songs and activities in a way that contributes effectively both to the lesson objectives and to the overall enjoyment of the lessons, they will need training in their appropriate selection and use (including advice about set up, timing and pace). Given the number of hours they typically teach and typical class sizes (see *Chapter 3*), they should ideally have available to them resources that can be used effectively in a range of contexts and with a range of learners without major adaptation. In this connection, it is interesting to note that although Chia's (2003) survey of teachers in Singapore revealed a strong preference for explicit teaching of grammar (see *Chapter 2*), this was not evident either in the views of the teachers surveyed here (see *Chapters 3 and 4*) or in the lessons observed. Although, particularly in the context of the teaching of English in primary schools, this appears positive, the fact is that there was little evidence of implicit teaching of grammar either, the emphasis appearing to be on formulaic use of translated chunks of language for much of the time. This may be, in part, because the neglect of subject matter knowledge by trainers (see *Chapter 4*), something that is also commented on in a more general context by Andrews

(2003, p. 82) who notes that knowledge of this type “has often tended to be taken for granted” (see *Chapter 2*).

The fact that the observed lessons often lack clear objectives, a clear sense of staging and progression and a clear relationship to earlier parts of the language programme suggests that teachers need support in the planning of language programmes and language lessons, something that appears to be lacking in the case of a number of training programmes (see *Chapter 4*).

The curriculum guidelines refer to the need to make a special effort to accommodate those who require remedial teaching and those who are progressing more quickly than others (Her, 2007, p. 123). There was little evidence in the observed lessons that any account was taken of the needs of learners with differing language backgrounds and/ or learning style preferences, or, indeed, of any genuine attempt to adapt lessons on the basis of student response even when it was clear that some of the learners had not understood aspects of the lesson content or were unable to follow instructions. This suggests that, irrespective of the number of years of experience they have, language teachers may be unwilling to depart from familiar routines even in cases where there is considerable evidence that these routines are not, at least so far as some of the learners are concerned, resulting in learner comprehension. Making changes in the area of language teaching requires particular types of expertise as well as experience. This reinforces the point made by Borg (2006, pp. 107-08) that we should not assume that studies of experienced teachers . . . shed light on the cognitions and practices of *expert* language teachers (see *Chapter 2*).

If learners are to be encouraged to engage in meaningful communication in the target language (*criterion 8*), then that communication needs to be appropriate and meaningful *for each of them*. The fact is, however, that none of the teachers’ guides analysed in *Chapter 5* includes advice about accommodating learners with differing needs, and in no case were there supplementary resources for remedial or extension use.

## **Chapter 7**

### **Conclusions, reflections and recommendations**

#### **7.1 Introduction**

My overall aim in this research project was to gather information about the current situation in relation to the teaching and learning of English in Taiwanese primary/ elementary schools by combining research involving teacher cognition (relating, in particular, to the views of a sample of teachers on government policy, teacher training provision, teaching resources and classroom practice), with research involving the criterion-referenced analysis of a sample of textbooks designed locally for young learners of English and a sample of English lessons taught in Taiwanese elementary schools. There were four main research questions, each of which had several parts. An overview of the findings relating to each of these research questions is provided in 7.2.

#### **7.2 Overview of research findings**

##### **7.2.1 The first research question: Overview of findings**

The first research question was:

What types of qualification and training do a sample of teachers of English to young learners in Taiwan have and how do they rate their own proficiency in English, what are their views on national, local and school-based policies and practices in relation to the teaching of English, and how do they decide what to teach and what methodologies to use?

This research question was explored through the development and distribution of a self-completion questionnaire and the analysis of the data collected. Of the 166 teachers who responded to the questionnaire, of whom 96% were involved in teaching English in public primary schools, only 46 (27%) claimed to have a qualification specific to the teaching of English and 41 (22%) claimed to have

neither a general primary teaching qualification nor a qualification specific to the teaching of English.

Although 36% of the survey participants claimed not to have a degree including a major in English, and although a study by Her (2007) indicates that even those who do major in English in Taiwan are likely on average, to a GEPT test score in the elementary range (see *Chapter 3*), only 14% of respondents believed they had an overall proficiency in English lower than band 6 (competent user) on the 9 point IELTS scale, and none that they had a proficiency level lower than band 4 (limited user). Indeed, 50 respondents (35%) placed themselves in bands 8 (very good user) or 9 (expert user). This indicates that it is likely that many Taiwanese teachers over-estimate their proficiency achievements.

Members of the public who wished to teach English in primary schools in Taiwan were invited to take a proficiency test introduced by the Ministry of Education in 1999. A pass in that test was said to be equivalent to a score of 600 or above in TOEFL or high intermediate or above on the GEPT. In that many of the survey participants claimed not to have a general primary teaching qualification, it is likely that they were among those who took the Ministry of Education approved proficiency test. They might, therefore, have based their estimation of their proficiency level on their performance in that test. If this is the case, it raises questions about the validity of that test. However, participants in this survey were not asked to indicate which, if any, proficiency tests they had taken and what scores they achieved in them.

So far as the policy of introducing English in Grade 3 of primary school is concerned, just over half of the survey participants believed that it was appropriate. However, in spite of the difficulties that have been associated with the teaching of English in primary schools, almost one third of the survey participants indicated that they would actually prefer an earlier start (in grades 1 or 2). Even so, questionnaire responses did indicate concern about policy implementation, with only just over 14% indicating a high level of satisfaction (the top two of five bands) with the implementation of national government policy and just over 17% indicating a high level of satisfaction with the implementation

of local government policy. Furthermore, almost half of the survey participants (45%) reported that they believed that the teaching of English was not an important part of their school's curriculum, the reasons given including the lack of qualified teachers (11 respondents), the lack of appropriate equipment (9 respondents), inadequate preparation time (4 respondents), and too little teaching/learning time (3 respondents).

Questionnaire responses indicate that class sizes were generally large, with most classes having between 21 and 40 students. The amount of English teaching time available to students varied widely even for students within the same grades, and almost half of those involved in the survey indicated that they believed that learners would benefit from having more English classes, particularly in Grades 3-6.

Although the Taiwan Ministry of Education curriculum guidelines for English recommend the use of a communicative approach (Her, 2007), 38% of survey participants did not select 'communicative' as a preferred approach to teaching. In fact, almost 11% listed grammar translation as a preferred approach. When asked how they decided what to include in their teaching programmes, not a single respondent selected *I follow a national syllabus*.

Only 3 of the 166 participants in the survey claimed not to use textbooks. However, over one quarter of the suggestions they made for improving the teaching of English to young learners made reference to the need to improve textbooks and almost 50% included materials evaluation as one of their in-service training priorities. Other frequently selected in-service training priorities were reading tasks (101 responses), integrated skills tasks (95 responses), speaking tasks (89 responses), listening tasks (79 responses); assessment (75 responses), and writing tasks (66 responses).

### **7.2.2 The second research question: Overview of findings**

The second research question was:

What types of pre-service and in-service training have a sample of teachers of English in Taiwanese elementary schools experienced, what was included in that training, and what are their opinions of it?

In addressing this question, I conducted a survey of 10 teachers of English in Taiwanese primary schools, using a self-completion questionnaire and semi-structured interview. Each of the teachers involved in the survey had taught English in a Taiwanese primary school for between two and eight years. Four were graduates with an English-related degree who had completed a Primary School English Teacher Training Programme (PSETTP), a special programme run between 1999 and 2000 for members of the public who could demonstrate an adequate level of proficiency in English and wished to teach English in primary schools. Three were graduates of a four year degree who had majored in English and whose degree programme included instruction in the teaching of English. Two were graduates with an English related degree who had completed a Certificate in teaching that included a component relating to the teaching of English. One was a graduate of an English-related degree with a general Certificate in primary school teaching who had completed a one week long local authority course in the teaching of English. Four of them indicated that they had achieved a high intermediate score in the GEPT; four indicated that they had achieved a score equivalent to 600 or above in TOEFL.

None of the survey participants believed that their pre-service programmes had been of any real practical use irrespective of the areas covered (which varied widely from one programme to another), and none expressed confidence in their trainers' understanding of the needs of young learners in primary schools in Taiwan. None of them was satisfied with the balance of theory and practice or the interaction between the two. Only five of the ten reported having been involved in any form of teaching observation during their pre-service training. Although eight claimed that their pre-service training had included some form of teaching practice, three of them claimed to have been involved in some form of teaching

practice on one occasion only, and in all but one case (where feedback was provided by the class teacher), teaching practice feedback was reported to have been very general. Furthermore, only four of the participants claimed that they had been taught anything about curriculum planning and about teaching materials design.

Only three of the survey participants said that they had been introduced to communicative language teaching (CLT). However, all three of them appeared to believe that CLT was primarily concerned with teaching through the medium of English and at least one appeared to think of CLT as a specific methodology rather than as an approach which could include a range of methodologies.

Although four of the survey participants claimed in their questionnaire responses that the pre-service programme they attended included a component involving the analysis of English, their interview responses appeared to indicate that there was, in fact, almost no focus on this area in any of the programmes. Indeed, three of the participants indicated that they believed that this was unnecessary because the focus of primary school English teaching is, according to them, listening and speaking. This appears to indicate that language analysis is associated in the minds of these respondents with explicit teaching of grammar and, possibly, with written grammatical diagrams. Furthermore, it suggests that even some of those who have undergone training courses were unfamiliar with the curriculum guidelines. In spite of the fact that the national curriculum guidelines include the teaching of reading and writing at elementary school level, only three of the ten participants in this survey claimed to have been provided with any guidance on the teaching of reading and writing and two of them indicated in the semi-structured interview that this had amounted to nothing more than being introduced to story books that could be used in teaching.

Only four of the participants reported having been given any advice about classroom language (amounting in each case to no more than a handout) and none of the participants could recall being taught anything of any practical use in the area of concept introduction, concept checking or integrated skills teaching.

Of the six participants who claimed to have been taught something about the teaching of pronunciation, one had no memory of what had been included in this area and two indicated that this part of their programme had been of little practical use. Although seven participants indicated that assessment had been included in their programme, two indicated that this had included paper and pen testing only.

Five of the participants indicated that their programme had included something about coping with students with different levels of proficiency. However, one indicated that this had related simply to giving different reading materials to different students and the other four indicated that it had involved nothing more than being advised to set up 'co-operative learning groups', that is, to include learners with different levels of proficiency in the same group.

In only two cases did respondents report that their programme had included textbook selection and evaluation. Even so, all of the respondents expressed dissatisfaction with the teachers' guides that accompanied locally produced textbooks and six of the ten also expressed dissatisfaction with the students' books. One of the four who were relatively satisfied with locally produced textbooks noted that this was largely because they included what she considered to be useful repetitive practice; the other three indicated that locally produced textbooks could be relied on to follow the curriculum guidelines.

Seven of the ten survey participants reported that they had had taken part in some form of in-service training. Training of this type that was made available by textbook publishers was seen as involving little more than publicity and marketing and local government training courses that focused on policy were seen as being largely irrelevant. However, teaching-focused courses provided by local government and cram schools, though seen as being variable in quality, were considered often to be very useful, particularly where they were led by practicing teachers. One of the survey participants had attended a week-long training workshop offered by a British training organisation. She reported that she considered that workshop, which included language analysis, the teaching of the four skills in an integrated way, error correction, ways of coping with students with different proficiency levels and learning styles, advice about classroom

management, classroom language and the setting up and timing of activities as well as teaching observation and teaching practice, had been of more practical use than the whole of the two year pre-service training programme she had experienced.

### **7.2.3 The third research Question: Overview of findings**

The third research question was:

When analysed in relation to criteria derived from an analysis of relevant sections of the Taiwanese curriculum guidelines for English and a review of literature on the evaluation of textbooks designed for the teaching of English (with particular reference to the teaching of English to young learners) how do a sample of textbooks designed in Taiwan rate?

In approaching this research question, I began by selecting three textbook series designed and produced in Taiwan for young learners of English in primary schools. Two of these series, *Darbie, Teach Me* (Chen, 2004) and *English* (Chen & Chu, 2003, 2004) are widely used throughout Taiwan and are approved by the Taiwan Ministry of Education. The other, *Power Up English* (Kaohsiung Elementary English Resource Centre, 2002), is widely used in Kaohsiung. I then provided an overview of the English curriculum guidelines which form part of the new *Grade 1~9 Integrated Coordinated Curriculum* (Ministry of Education (Taiwan), 2004) and reviewed a selection of literature on the evaluation of English teaching textbooks. On the basis of that review, I established two sets of criteria (one relating to students' books; the other relating to teachers' guides) which were applied to the three series as a whole. The criteria applied to the students' books related to *appearance, durability and organisation; text-types and genres; cultural content; tasks and activities; quality and relevance of illustrations; interest level; quality and quantity of supplementary resources; and language content*. The criteria applied to the teachers' guides related to *appearance, durability, organization and user-friendliness; aims and objectives; procedural and methodological information; assessment of learning; and ideas for review and extension activities*. Following the review of the series as a whole, I provided a content overview of the first book in each of the three series.

In relation to each of the evaluation criteria, the students' books were found to be deficient. They certainly could not be described as fulfilling the expectations for materials design built into the Taiwan curriculum guidelines, which call for interesting, practical and lively themes, varied text-types, communicative activities, the introduction of constructions in meaningful contexts, and the prioritisation of comprehension and expression over more detailed language practice. They consisted largely of inadequately illustrated dialogue snippets which had no obvious function other than that of including the language points that were in focus, along with chants and songs which generally simply repeated the language of the dialogue snippets but sometimes included more complex language than had been introduced earlier in the unit in which they appeared. The language was often situationally inappropriate and there was no clear overall sense of linguistic progression.

There was an almost total absence in the teachers' guides of any rationale for, or explanation of, the inclusion of particular approaches, techniques, and tasks. None of them was found to contain useful information about the main teaching points or any indication of ways in which teachers could attempt to accommodate learners with different learning styles or proficiency levels. In none of them was there any useful information about concept introduction or concept checking, and there was very little – in two cases, nothing at all – about typical errors or about error correction. None of them included a section dealing with communicative language teaching. None of them was sufficiently flexible to accommodate the differing needs of experienced and less experienced teachers. The suggestions for activities were unimaginative and repetitive and there was no clear indication of how to set up, run, time or vary the activities or of how to attempt to ensure that all learners were given an opportunity to contribute. There were no examples of useful assessment activities.

#### **7.2.4 The fourth research Question: Overview of findings**

The fourth research question was:

How do a representative sample of English lessons taught to young learners in Taiwan rate in relation to a range of criteria derived from a critical review of literature on effective teaching of English (and other additional languages) to young learners?

I collected a sample of twenty videotaped lessons taught in mainstream primary classrooms in and around Kaohsiung in 2004 and 2005. All of these lessons were taught by teachers who had between two and ten years of experience of teaching English in primary schools. All of them had completed an English teacher training programme recognised by the Taiwan Ministry of Education. With the permission of the teachers involved, I transcribed six of these lessons so that I could quote directly from them without revealing the identity of the teachers or students. I then conducted a review of selected literature on effective language teaching. On the basis of that review, and with particular reference to Driscoll et al. (2004), I established a number of effectiveness criteria, associated with each of which were observation tasks, often in the form of questions of the type recommended by Wajnryb (1992). The lessons were then analysed in terms of the effectiveness criteria, particular attention being paid to the six lessons that had been transcribed.

It was found that the teachers typically made considerable efforts to create a secure and attractive classroom environment for the learning of English and that all of them attempted to use English for much of the class time. However, much of the English language used by the teachers was not, even in the case of task instructions, adapted to the level of understanding of the learners, and much of it was inaccurate and/ or inappropriate. The teachers tended to dominate the lessons, talking, in all cases, whether in Mandarin or in English, for at least 50% (often much more) of the time available. They lacked concept introduction and concept checking strategies, relying heavily on translation into Chinese to explain meaning.

The teachers relied heavily on textbooks designed and produced in Taiwan and although there was some evidence that many of them were attempting to teach communicatively, there is little evidence that any of them were successful in their attempts to do so, one of the major problems being the nature of the resources on which they were relying. Although they appeared to appreciate the value of including games, songs and activities in their programmes, there was little evidence that the games, songs and activities were contributing in any significant way to their learning or to student enjoyment and little evidence of any attempt to accommodate the differing needs of the learners.

In general, the lessons lacked clear objectives, a clear sense of staging and progression and a clear relationship to earlier parts of the language programme. There was little evidence that any account was taken of the needs of learners with differing language backgrounds and/ or learning style preferences.

### **7.3 Limitations of the research**

The general limitations of the research relate, in particular, to issues associated with scope and depth, teacher participation and triangulation, and subjectivity (7.3.1 below). There are also a number of more specific limitations (7.3.2).

#### **7.3.1 General limitations**

The decision to focus on a range of issues relating to the teaching of English to young learners in Taiwan rather than on a single issue, such as, for example, communicative language teaching, necessarily meant that the depth of coverage was less than would otherwise have been the case. I have, however, attempted to explore each area in as much detail as possible and to provide as many links as possible between each of the areas explored. However, because different teachers participated in different stages of the research, the relationships between each component are less direct than they might otherwise have been. The main reasons for this are:

- It was decided that the general questionnaire (*Chapter 3*) should be completed anonymously (making it impossible to track respondents to request their involvement in other parts of the research project);
- A provisional decision to focus in part of the research project on lesson observation and textbook analysis (taken initially on the basis of the informal survey reported in *Chapter 1*) was not confirmed until the data derived from the general questionnaire (reported in *Chapter 3*) had been analysed to determine whether it provided support for the intended focus;
- Those who volunteered to take part in the training-based survey (*Chapter 4*) did not also volunteer to take part in the lesson observation part of the research (*Chapter 6*).

Although this meant that I was unable to make a direct link between individual survey responses and specific lessons, I attempted to overcome this limitation by focusing on relationships between general trends in the survey responses (e.g. the fact that half of the participants in the general survey chose not to respond to a question asking them to list three characteristics of communicative language teaching) and general trends in the sample lessons (e.g. the use of Chinese to introduce new concepts).

Issues relating to subjectivity, particularly in terms of the analysis and interpretation of sample textbooks and sample lessons, are unavoidable in research of the type reported here. Although I can make no claim to having resolved these issues, I believe that the decision to use criterion-referencing, the criteria being based on critical reviews of relevant literature, had the effect of reducing the potentially negative impact of subjective interpretation in these areas. In addition, the fact that extracts from textbooks are provided in *Chapter 5* and lesson transcripts and extracts (with prompts) from semi-structured interviews are provided in appendices to *Chapters 4* and *6* allows readers to review for themselves much of the material on the basis of which judgments were made.

### **7.3.2 More specific limitations**

The general survey (*Chapter 3*) could have yielded more useful information if participants been asked (a) not only to assess their own language proficiency but also to indicate whether they had taken a proficiency test and, if so, which one they had taken and what score/ grade they had achieved, (b) not only whether they had a primary English teaching qualification but also the type of primary English teaching qualification they had, and (c) their opinion about the quality of the textbooks they used.

Although the questionnaire relating to the general survey (*Chapter 3*) was made available in both English and Chinese, the second questionnaire (*Chapter 4*) was not made available only in English. The provision of a Chinese version of that questionnaire would have helped to ensure that there were as few misunderstandings as possible. Certainly, the participants in the second survey welcomed the opportunity to use Chinese in the semi-structured interviews.

In the case of the analysis and evaluation of textbooks and teacher guides, only three textbook series, all of which were developed and published in Taiwan, were included. It would have been useful not only to include further series produced in Taiwan but also to have compared these with a sample of textbooks and teacher guides produced elsewhere (in, for example, the UK, the USA, Canada or Australia) that are widely used in Asia.

So far as the analysis and evaluation of a sample of lessons taught in primary schools in Taiwan is concerned, comparison with a sample of lessons taught elsewhere, in, for example, Hong Kong, would have been interesting.

### **7.4 Research contribution**

I believe that this research project makes a contribution to existing knowledge and understanding in a number of areas. These are listed below.

#### **7.4.1 Teacher cognition: Research methodology**

The research reported here makes a contribution to methodology in the area of teacher cognition research, demonstrating the value of combining data derived from questionnaire-based surveys with data derived from semi-structured interviews and that of relating trends emerging from survey-based data with criterion-referenced observation and analysis. In addition, it provides a way of overcoming some of the problems observed by Spada and Massey (1992, p. 27) in relation to teacher recall of the courses they had taken in their training programmes and the content of these courses (see *Chapter 2*). Thus, the questionnaire relating to training courses was constructed in a way that was designed to aid recall. Instead of asking teachers what was included in specific courses, lists of possible content areas memory enhancement lists) were provided (see *Chapter 4*).

The research reported in *Chapter 4* (relating to perceptions of language teacher education) provides evidence that supports Borg's contention (2006, p. 70) that, in the area of teacher cognition, questionnaire-based research may be of limited value (see *Chapter 2*). Of the 143 positive responses to questions included in the questionnaire, 36 (one quarter) turned out, when subjected to investigation in the semi-structured interview, to be potentially misleading. This was not necessarily because there were any major design flaws in the questionnaire. Rather, survey participants were able to supply additional information in the semi-structured interview and that information often provided a much clearer picture of what was often a much more complex situation than a self-completion questionnaire can readily accommodate. Thus, for example, in their questionnaire responses, three of the four respondents claimed that they had been given advice about the setting up and timing of activities in their pre-service course. However, one of the respondents indicated in the telephone interview that although there had been some reference to the setting up and timing of activities, it had not been a significant part of the programme and she was unable to recall anything of the content. This indicates that whatever that content was, it failed, in this case at least, to have any positive impact. Overall, a combination of questionnaire and interview is something that I would recommend to those involved in certain types

of teacher cognition research although where there is a large participant base interviews may need to be conducted selectively.

Borg (2006, p. 1) has observed that language teacher cognition research is concerned not only with what teachers think, know and believe, but also with how this relates to classroom practices (see *Chapter 2*). The nature of this research project (involving a combination of self-completion questionnaires, semi-structured interviews and criterion-referenced observation and analysis) meant that it was possible to identify areas in which observation and analysis appeared to support, reinforce or contradict trends that emerged from the teacher perception data. Thus, for example, only 14% of the 166 participants in the first survey believed they had an overall proficiency in English lower than band 6 (competent user) on the 9 point IELTS scale, and the eight participants in the second survey who had taken some form of proficiency test appeared to believe that no further proficiency development was necessary. However, there was evidence in all twenty observed lessons of the use by the teacher of inappropriate and ungrammatical language. This suggests that teachers of English in Taiwanese primary schools may over-estimate their own language proficiency, a suggestion that is further supported by the fact that the lesson analyses revealed that translation into Chinese was used as a primary means of concept introduction and concept checking.

A second example of the value of testing trends emerging from teacher perception data with observation and analysis relates to the area of textbook evaluation (*Chapter 5*). Over one quarter of the suggestions made by participants in the first survey for improving the teaching of English to young learners made reference to the need to improve textbooks. All ten of the participants in the second survey expressed dissatisfaction with the teachers' guides that accompanied locally produced textbooks and six of the ten also expressed dissatisfaction with the students' books. The analysis and evaluation of three textbook series produced and published in Taiwan, two of which are Ministry of Education approved, provided support for the views of these survey participants, the teachers' guides being found to provide almost no useful pedagogical guidance and the students' books being found to be deficient in relation to all of the evaluation criteria. On

the other hand, the textbook evaluation provided no support for the views of the participants in the second survey who said that they relied on locally produced textbooks because they followed the Ministry of Education curriculum guidelines. In fact, the textbooks that were analysed did not fulfil the expectations for materials design built into the Taiwanese curriculum guidelines for English.

#### **7.4.2 Teacher cognition: Data and analysis**

The primary findings that relate to teacher cognition are reviewed in 7.2.1 and 7.2.2 above. Among the most significant findings in this area relate to survey participants' knowledge and beliefs concerning each of the following: the content and overall quality and usefulness of pre-service and in-service training provision; national, local and school-based policies relating to the teaching of English to young learners; communicative language teaching; language teaching methodologies; use and value of textbooks and teachers' guides; their own proficiency in English; their training priorities; familiarity with, and interpretation of, the content of the national curriculum guidelines for English. Much of this provides indirect evidence of some of the deficiencies of Taiwanese training programmes designed for teachers of English to young learners..

#### **7.4.3 The background and qualifications of teachers: Data and analysis**

In addition to providing information about teacher cognition, this research project provides information about the language background and qualifications profile of a sample of teachers of English in Taiwanese primary schools, the most significant finding in this area being that of the 166 teachers who participated in the general survey reported in *Chapter 3*, only 26 (43%) claimed to have qualifications in *both* primary school teaching generally and in the teaching of English in primary schools in particular, only 46 (27%) claimed to have a qualification relating specifically to the teaching of English, and only 36% claimed not to have a degree that included a major in English.

#### **7.4.4 Textbook analysis and evaluation**

The criterion-referenced analysis and evaluation of three textbook series produced in Taiwan, two of which are approved by the Ministry of Education (see *Chapter 5* and 7.2.3 above) raises serious questions about the overall quality of these textbooks and the extent to which they conform to the criteria for materials production that are included in the national curriculum guidelines.

#### **7.4.5 Lesson observation, analysis and evaluation**

The observation and analysis of sample English lessons taught in Taiwanese primary schools (see *Chapter 6* and 7.2.4 above) provides information that raises issues about the overall quality of the teaching provided and the extent to which it conforms to the approach recommended in the national curriculum guidelines. It also reinforces the concerns expressed by teachers about the quality and relevance of teacher education provision (see *Chapter 4*).

#### **7.5 Recommendations for future research**

I believe that there is a need for further, larger-scale research involving the analysis and evaluation of English lessons taught in Taiwanese primary schools and the relationship between that analysis and evaluation and the type of training the teachers have been involved in. It would also be interesting to compare English lessons taught in Taiwanese primary schools with English lessons taught in primary schools in other parts of the world, particularly in other parts of Asia.

I believe that there is also a need for the analysis and evaluation, using the same criteria in each case, of all of the English textbooks produced and published in Taiwan for use in primary schools and that it is important that such analysis and evaluation should be conducted by researchers who are experienced in language teaching and language teacher education, have not been involved in the production of any of the textbooks that are analysed and evaluated, are independent of the Taiwan Ministry of Education, and are familiar with a wide

range of English textbooks intended for young learners that have been designed and produced in other parts of the world.<sup>48</sup>

## **7.6 Recommendations relating to the teaching and learning of English in primary schools in Taiwan**

Important issues for those teachers of English who participated in the first survey conducted as part of this research project were class size and the number of teaching sessions available to learners. It is unlikely to be possible, in the short term at least, to reduce class sizes at the same time as increasing the number of class sessions. However, if schools worked together in local clusters to share English teachers, it might be possible to split large classes into smaller groups for the learning of English, particularly if the number of English teaching hours was reduced overall. Although some learners would be likely to have fewer hours of English classes, the quality of learning and interaction in these classes, and hence the increased motivation for learning English, would be likely to be a more than adequate compensation.

In common with many countries throughout Asia, Taiwan regards English language education as critical to its future (Her, 2007). Also in common with many other countries in Asia, the Taiwanese government has recently expressed “grave anxiety about its national proficiency in English” (Graddol, 2006, p. 95). It is partly in response to this that a decision was taken to introduce new curriculum guidelines for English and to recommend that English be introduced into the school curriculum in form 5 (from 2001), and then require that it be introduced no later than Grade 3. Whatever the problems associated with the decision to require

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<sup>48</sup> Finally, I believe that there is a need for a research programme that explores the views on English training programmes of a large number of teachers of young learners in Taiwan, both immediately after the completion of these training programmes and one or two years later, research that should be supplemented by direct observation of these training programmes and a survey of the trainers. Any such research programme would need to be conducted by researchers who are not themselves involved in the training of English teachers in Taiwan but who are nevertheless experienced trainers of teachers of English to young learners with detailed knowledge and understanding of the context in which these teachers operate. However, any such research programme would require Ministry of Education endorsement and support. Unfortunately, given the autonomy of universities (in which many of the training programmes are conducted), and the difficulties of dealing adequately with the ethical issues that would necessarily be associated with such a research programme, it is very unlikely that this will happen.

that English is introduced in primary schools, it was a popular decision. Those teachers who participated in the first survey reported here generally either expressed support for the introduction of English at Grade 3 or expressed a preference for it to be introduced earlier. Furthermore, there is a global trend towards the introduction of languages earlier in the school curriculum than was typically the case in the past. Thus, for example, in mainland China English is now introduced officially at grade 3 (although in some of the major cities, including Beijing and Shanghai, it is commonly introduced in Grade 1, as is the case in some of the major cities in Taiwan). It is therefore likely that English will continue to be taught in Taiwanese primary schools. However, there appears to be a high level of dissatisfaction among teachers of English with the training that has been made available to them and with the textbooks they are generally required to use. The criterion-referenced evaluation of a sample of English textbooks produced in Taiwan for use in primary schools (including textbooks approved by the Ministry of Education) and a sample of English lessons taught in Taiwanese primary schools indicates that their concern is fully justified. Even teachers who have undergone some form of recognised training programme in the teaching of English are not necessarily wholly familiar with the national curriculum guidelines or fully aware of what is meant by the recommendation in these guidelines that their teaching should be communicative. What they do appear to be aware of is the expectation that they should use English as much as possible in the classroom and should attempt to make their lessons as interesting as possible. However, creating interesting lessons at the same time as relying heavily on textbooks that are, from almost every possible point of view, deficient is an impossible task. Using English as much as possible in the classroom while maintaining a largely teacher-centred approach is a potentially dangerous strategy, particularly in the case of non-native speakers of English who lack adequate training in effective language teaching methodologies and who have not, for whatever reason, understood the need to develop a repertoire of useful instructional language. Attempting to cope with a situation in which learners arrive at school with very different experiences of learning English, or none at all, in a context in which class sizes are typically very large and public expectations are typically very high, can result in feelings of frustration and inadequacy. In such a context, it is not surprising that the learners involved in the sample lessons

often appeared to be bored, off task and, frequently, unruly. Clearly, this is a situation that calls for urgent review.

Her (2007, *Chapter 4*), has analysed the Taiwan national curriculum guidelines for English and has presented a compelling argument for the need to review them. The first requirement is therefore, I believe, a review of the national curriculum guidelines and the production and distribution of a guidelines document intended specifically for primary school teachers, one that is very clear about what the writers mean, in the context of teaching in Taiwanese primary schools, by communicative language teaching, one that makes realistic recommendations about the use of English in the classroom, one that provides assessment exemplars, and one that is accompanied (possibly in the form of a video) by examples of effective classroom teaching. I do not believe that such a curriculum review should be conducted exclusively by those involved in the design of the existing curriculum guidelines document or, indeed, exclusively by Taiwanese educationalists. It is a task that should ideally include educationalists from other parts of the world who are familiar with language curriculum design and implementation generally, and with the Taiwanese context in particular.

Curriculum review is unlikely to have any positive impact unless it is accompanied by a review of teaching resources. There appears to be an urgent need for a review of textbooks. Given that the Ministry of Education has approved textbooks that are clearly inadequate, there appears to be a need to review existing guidelines on textbook evaluation. However, this, in itself, is unlikely to be sufficient. I believe that the Ministry of Education should commission several teams of experienced materials designers (including experienced materials designers from different parts of the world who are familiar with the teaching context in Taiwan) to produce teaching materials, and then subject the materials produced to extensive trials (conducted by teams of experienced language teachers and teacher trainers who were not directly involved in the production of the materials). Primary school teachers could then be provided free with these materials (including a range of online supplementary resources which could be adapted for use in different teaching contexts) along with teachers' guides (which could include videos indicating how the materials relate to the curriculum and

how they could be used). Teachers might, of course, choose to use different resources. However, familiarity with well designed teaching resources would be likely to have a positive impact on their ability to select other resources effectively.

Neither revised curriculum guidelines nor new teaching resources, however well designed, would be likely, on their own, to make a substantial difference to the quality of teaching in Taiwanese primary schools. What is also needed is effective teacher education that is directly linked to the curriculum guidelines and the teaching resources. This is, once again, a task that could be undertaken on commission by experienced Taiwanese language teacher trainers working alongside experienced language teacher trainers from other parts of the world who are familiar with Taiwan and Taiwanese schools. If this training was conducted on contract to the Ministry of Education, the background, qualifications and experience of applicants could be subjected to careful scrutiny (preferably by a team involving a combination of Taiwanese and overseas experts). Furthermore, the trainers could be required to submit regular reports (including training evaluation reports completed anonymously by trainees). Trainers could initially be appointed on a short terms contract basis only, with contract renewal being subject to evidence of ongoing success in programme design and delivery. Training teams could move around the country, working in a range of different centres. Initially, it might be possible to provide teachers with a short training programme only – perhaps lasting from 2 to 3 weeks. In the longer term, it might be possible to provide longer training programmes. Running programmes of this type would be expensive (particularly as schools would need to be compensated for the cost of appointing relieving teachers for periods when their regular teachers were attending training courses). It may even be that English programmes in schools needed to be suspended during the time when teachers were attending training programmes (and replaced temporarily by teaching in other subject areas). Even so, the benefits could be considerable, particularly if those Taiwanese language teacher trainers who were not involved in the programmes were invited to sit in on them, thus having an opportunity to upskill.

An initial response to the suggestions made here may be that Taiwan cannot afford to undertake such a programme given the costs that would be involved. My response would be that Taiwan cannot afford not to undertake a programme of this type (or something similar). In 1998, Taiwan set aside NT\$150 billion to be spent over five years on reform projects covering all aspects and levels of education (Department of Statistics, (Ministry of Education), 2005, p. 6). It would be unfortunate if that part of the allocation that was spent in the area of teaching English to young learners proved, for lack of some additional spending, to have been largely wasted.

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***APPENDIX 1:***

***ENGLISH AND CHINESE VERSIONS OF THE QUESTIONNAIRE FOR  
TEACHERS: TEACHING ENGLISH TO YOUNG LEARNERS IN TAIWAN***

## **Questionnaires for teachers: Teaching English to Young Learners in Taiwan**

Dear teachers,

I am currently doing a PHD at the University of Waikato in New Zealand. The research involves an investigation of current approaches to teaching English to young learners in Taiwan. This research is intended to contribute to debate about best practice and to be of benefit to teachers and students.

The University of Waikato requires that no research that is conducted should ever represent any threat or risk to a participating institute or to the subjects of the research. No teachers will be identified (or identifiable) in the reporting of the research and teachers who complete questionnaires will not be asked to supply their names.

I would be very grateful if you would answer the questionnaire. If you would like any further information, please contact me by email at [wpwang@mail.wtuc.edu.tw](mailto:wpwang@mail.wtuc.edu.tw).

I would like to thank you for taking the time to read this letter.

Wei-Pei Wang

(Staff member: Wenzao Ursuline College of Languages)

PHD student

The University of Waikato,

Hamilton

Please respond to the following questions:

**1. Sex**

Please tick (✓) the appropriate box.

Female

Male


**2. Age**

Please tick (✓) the appropriate box.

21-30

31-40

41-50

51-60

60 +


**3. What is your first language?**

Please tick (✓) the appropriate box.

Mandarin

Taiwanese

Haka

English

Other (Please specify)


**4. Which of the following qualifications do you have ?**

Please tick (✓) the appropriate box/es.

Undergraduate in English language /literature

Overseas undergraduate degree in English language /literature

Graduate degree in language /literature

Overseas graduate degree in language /literature

Primary teaching qualification

Primary English teaching qualification


**5. Please give details of your qualifications starting with the most recent.**

Qualification	Major/s	Institution and country	Year you finished the course

**6. Where do you currently teach?**

Please tick (✓) the appropriate box.

State Primary School

Private Primary School

Other (please specify below)


**7. Do you believe that students in Taiwanese elementary school should learn English?**

Please tick (√) the appropriate box.

Yes

No


**8. Please give a reason for your answer to Question 7.**

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**9. Which year would be appropriate to start to learn English for primary students?**

1<sup>st</sup> year

2<sup>nd</sup> year

3<sup>rd</sup> year

4<sup>th</sup> year

5<sup>th</sup> year

6<sup>th</sup> year


**10. Please give a reason for your answer to Question 9.**

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**11. As a teacher, were you consulted when the national policy to teach English to young learners in Taiwan was developed?**

Please tick (√) the appropriate box.

Yes  
No  
Don't know


**12. As a teacher, have you ever been given any documents by the Ministry of Education explaining the national policy to teach English to young learners in Taiwan?**

Please tick (√) the appropriate box.

Yes  
No  
Don't know


**13. As a teacher, have you ever been consulted about the local policy on teaching English to young learners in local schools?**

Please tick (√) the appropriate box.

Yes  
No  
Don't know


**14. As a teacher, have you ever been given any documents by the local Ministry of Education explaining the local policy on teaching English to young learners in Taiwan?**

Please tick (√) the appropriate box.

Yes  
No  
Don't know


**15. As a teacher, were you consulted about the policy on teaching English to young learners in your own school?**

Please tick (✓) the appropriate box.

Yes  
No  
Don't know


**16. How satisfied are you with the way the new policy to offer English language education to young learners in Taiwan is working *nationally*?**

Please circle the appropriate number.

Not at all satisfied

Extremely satisfied

5

4

3

2

1

**17. How satisfied are you with the way the new policy to offer English language education to young learners in Taiwan is working *locally*?**

Please circle the appropriate number.

Not at all satisfied

Extremely satisfied

5

4

3

2

1

**18. How satisfied are you with the way the new policy to offer English language education to young learners in Taiwan is working *in your school*?**

Please circle the appropriate number.

Not at all satisfied

Extremely satisfied

5

4

3

2

1

**19. In your opinion, what would improve the teaching of English to young learners nationally, locally and in your school?**

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**20. How many different groups of students do you teach English to?**

Please circle the appropriate number.

**1 2 3 4 5 6**

**21. Please provide information in the Table below about your English classes**

Group/year	Number of students in class	Average age of students in class	Number of hours of English each week
1			
2			
3			
4			
5			
6			

**22. Do you think that any of the groups of students you teach would benefit from having more hours of English tuition each week?**

Please tick (✓) the appropriate box.

Stage	Yes	No
1		
2		
3		
4		
5		
6		

**23. Do you have any extra specific responsibilities in the school?**

Please tick (✓) the appropriate box/es.

Class teacher

Programme co-ordinator

Course co-ordinator

Other (please specify)


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**24. Do you believe that teaching English to young learners is an important part of your school's curriculum?**

Please tick (✓) the appropriate box

Yes

No


**25. Please give a reason for your answer to Question 24.**

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**26. Which methodological approaches do you personally favour for foreign language teaching ?**

Please tick (✓) the appropriate box/es.

Grammar –translation

structural

functional

Self-access

communicative

Task-based

Topic-based

I don't know

other (please specify)


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**27. If you ticked ‘communicative’ in question 26, please list below what you consider to be the three most important characteristics of a communicative approach.**

**i)**

**ii)**

**iii)**

**28. Which, if any, of the following areas do you feel you currently need to know more about?**

Please tick (√) the appropriate box/es.

Methodology	<input type="checkbox"/>
vocabulary	<input type="checkbox"/>
assessment (formative & summative)	<input type="checkbox"/>
tasks for listening	<input type="checkbox"/>
tasks for speaking	<input type="checkbox"/>
tasks for reading	<input type="checkbox"/>
tasks for writing	<input type="checkbox"/>
tasks for four skills integrated	<input type="checkbox"/>
textbook /materials recommendations	<input type="checkbox"/>
phonology	<input type="checkbox"/>
learning outcomes	<input type="checkbox"/>
structure (grammar)	<input type="checkbox"/>
other (please specify below)	<input type="checkbox"/>

**29. How do you decide what to teach in English classes?**

Please tick (√) the appropriate box/es

student interest	<input type="checkbox"/>
availability of material	<input type="checkbox"/>
my own interests	<input type="checkbox"/>
I follow a school syllabus	<input type="checkbox"/>
I follow a national syllabus	<input type="checkbox"/>
other (please specify below)	<input type="checkbox"/>

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**30. Do you use a textbook or textbooks as part of your teaching resources?**

Please tick (√) the appropriate box

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

**31. If you answered yes to question 15 above, please list below the text book/s you use and the class or classes you use these texts with.**

Name of text	Class this text is used with

**32. Which of the following statements is closest to your *philosophy* about teaching English to young learners**

Please tick (✓) only **one** box

I believe the students should have lots of fun.

I believe the students learn better if they take their lessons seriously.


**33. Which of the following statements is closest to your *approach* to teaching English to young learners**

Please tick (✓) only **one** box

I believe it is important to teach systematically, introducing new language gradually and in a controlled way.

I believe that the order in which new language is introduced doesn't matter so long as the materials used are interesting.


**34. How do you rate your own language ability in English?**

( Please choose 1 – 9 from the descriptors in the *Appendix* for each category)

Reading	Writing	Listening	Speaking	Overall ability

**35. Do you have any other comments you wish to make?**

**Thank you for your participation.**

**Please return the questionnaire to me in the envelope provided.**

## Language Descriptors

(Use these when you answer Question 24)

1. **Non-user**  
A few isolated words.
2. **Intermittent User**  
No real communication possible except the most basic information using isolated words or short formulae in predictable situations to meet immediate needs. Great difficulty in understanding spoken and written language.
3. **Very Limited User**  
Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication.
4. **Limited User**  
Basic competence is limited to familiar situations. Frequent problems in understanding and expression. Not able to use complex language.
5. **Modest User**  
Partial command of the language, coping with overall meaning in most situations though likely to make many mistakes. Should be able to handle basic communication in familiar areas.
6. **Competent User**  
Generally effective command of the language in spite of some inaccuracies, inappropriate usages and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
7. **Good User**  
Has operational command of the language with occasional inaccuracies, inappropriate usages and misunderstandings in some situations. Generally understands and uses complex language well and can follow, and produce, detailed reasoning.
8. **Very Good User**  
Fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usages. Misunderstandings may occur in unfamiliar situations. Handles complex, detailed argumentation well.
9. **Expert User**  
Fully operational command of the language: appropriate, fluent, accurate with complete understanding.

## 國小英語教學問卷

敬愛的老師，您好：

這是一份博士論文的研究問卷，目的在了解國小英語教學實施狀況及相關問題，您的作答對本研究有關鍵性的影響，懇請撥冗填寫。您所提供的資料僅供學術研究，並不作其他用途，將不會對外公開，請安心填答。對於您的鼎力支持與協助，僅致衷心謝忱。您有任何關於此項問卷調查的問題，歡迎隨時與本人聯絡。TEL：07-342-6031 轉 724 或 725；Email：  
wpwang@mail.wtuc.edu.tw

請回答下列問題並在適當的項目上打勾

1.性別： 女  男

2.年齡： 21~30  31~40  41~50  51~60  60 以上

3.您的母語是： 國語  台語  客家語  英語  其他 \_\_\_\_\_

4.您具有下列那些學歷及資格：(可複選)

國內大學英文相關科系

國外大學英文相關科系

國內研究所英文相關科系

國外研究所英文相關科系

國小教師資格

國小英語教師資格

5.請詳細註明您個人的學歷(請從最高學歷寫起)

學歷	主修	國家	結業年度

6.您目前任教的國小為： 公立  私立

7.您認為現在的國小學生應該學習英語課程嗎： 是  否

8. 承上題，請列明您的理由：

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9.您認為英語課程應該在幾年級開始實施較為適當？

一年級  二年級  三年級

四年級  五年級  六年級

10.承上題，請列明您的理由：

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11.在教育部制定國小英語教學政策的過程中，您是否曾被諮詢過意見：

是  否

12.教育部是否有提供給您教育部所制定的國小英語教學政策之相關資料：

是  否  不知道

13.您是否曾被當地教育局詢問有關國小的英語教學政策：

是  否  不知道

14.當地教育局是否有提供您教育局所制定的國小英語教學政策：

是  否  不知道

15. 您是否曾參與貴校英語課程規劃：

是  否

16. 您對教育部所頒佈的國小英語教學政策滿意度為：

非常滿意  滿意  尚可  不滿意  非常不滿意

17. 您對當地教育局所頒佈的國小英語教學政策滿意度為：

非常滿意  滿意  尚可  不滿意  非常不滿意

18. 您對貴校目前實施國小英語教學政策滿意度為：

非常滿意  滿意  尚可  不滿意  非常不滿意

19. 您對目前國小英語教學政策有任何建議：

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20. 您目前教授英語課程的年級為 (可複選)

一年級  二年級  三年級

四年級  五年級  六年級

21. 請詳細填寫目前您教授班級的狀況

年級	班級數	平均班級人數	各班教學時數
一			
二			
三			

四			
五			
六			

22.您任教的年級當中，您認為哪一年級需要增加英文課程時數？

年級	是	否
一		
二		
三		
四		
五		
六		

23.除教學帶班之外，您是否還有兼任其他工作？

- 導師
- 教學組長
- 年級組長
- 其他

24.英語課程在貴校是否為重點發展課程：

- 是  否

25.承上題，請列明理由：

---

---

---

26.您個人喜愛何種英語教學方式 ( 可複選 )

文法翻譯 ( grammar-translation )

文法結構 ( structural )

溝通功能 ( functional )

學生自我學習 ( self access )

溝通實例 ( communicative )

作業式教學 ( task-based )

主題式教學 ( topic-based )

不知道

其他 請註明 \_\_\_\_\_

27.如果您選擇溝通實例教學法 ( communicative ) ，請列舉其三項重要的教學特色：

I . \_\_\_\_\_

—

II . \_\_\_\_\_

—

III.

---

28. 為提升英語教學效能，您希望獲得下列哪些相關資訊？（可複選）

- 教學理論
  - 字彙教學
  - 教學評量
  - 聽力教學
  - 口語教學
  - 閱讀教學
  - 寫作教學
  - 綜合教學法
  - 教材選擇及應用
  - 聲韻學
  - 學習成果發表
  - 文法教學
  - 其他 請列舉
-

29.您是如何決定英語教學內容的？(可複選)

學生興趣

現成教材

個人興趣

根據學校的課程綱要

其 他 請 列 舉

---

30.您目前是否使用教科書為教材的一部分？

是  否

31.承上題，如果有，請列舉書名、出版商及冊別

書名、出版商及冊別	使用年級

32.下列何者選項最能表示您的英語教學理念：(請單選)

我認為英語教學應該是生動活潑有趣，學習效果較好。

我認為學生學習語言態度應要嚴謹，學習效果較好。

33.下列何者選項最能表示您的英語教學理論：(請單選)

- 我認為老師教學要有條理、有系統的引導學生學習。
- 我認為有趣的教材比有系統的教學流程更能提升學生學習效果。

34.請您參照附表一的九個等級來評量您英語聽說讀寫之能力

聽	說	讀	寫	整體評量

35.其他意見：如果您有其他對英語教學的建議或想法，在問卷上無法反映您的意見，請您利用以下的空白陳述。

謝謝您的熱心填答與協助! 辛苦了!

附表一

1. 僅認得幾個單字。

2. 僅認得幾個單字及片語，無法以英語溝通。
3. 在熟悉的情境下，能聽懂簡易之句子，溝通仍然有困難。
4. 侷限於熟悉的英語基本能力，表達仍時有間斷，會使用簡單句型。
5. 雖然時有錯誤，但能掌握及運用一些日常對話及語法結構，也具有基本的溝通能力。
6. 大體上能有效使用複雜的英語句型，但時有錯誤。
7. 能運用複雜且有內容的英語，僅偶有錯誤。
8. 能有效的掌握運用英語，僅些微用法不精確。
9. 能適當流利且精準的運用英語。

***APPENDIX 2:***

***A LIST OF TEXTBOOKS USED BY RESPONDENTS TO THE  
QUESTIONNAIRE FOR TEACHERS: TEACHING ENGLISH TO YOUNG  
LEARNERS IN TAIWAN***

<b>Number</b>	<b>Publisher</b>	<b>Series</b>
1	Taichung: Banana Boat	<i>Fun English</i> 3, 4
2	Taipei: Caves and Oxford	<i>Are You Ready?</i> 5
3	Taipei: Caves	<i>Give Me Five</i> 2
4	Taipei: Han-lin	<i>Super Cool</i> 4, 5, 6
5	Taipei: Hess	<i>Top English</i> 3, 4, 6
6	Taipei: Hess	<i>Happy English</i> 1, 3, 4, 5, 6
7	Hsinchu City Education Bureau	<i>ABC in Story</i> 1, 2, 3, 4
8	Taipei: Giraffe	<i>Happy A B C</i> 3, 4
9	Taipei: Joy	<i>English Book</i> 2, 3, 4, 5, 6
10	Taipei: Kang-xuan	<i>Coco &amp; Momo Learn English</i>
11	Taipei: Kang-xuan	<i>Darbie, Teach Me!</i> 1, 2, 3, 4, 5, 6
12	Taipei: Kid Castle	<i>English Now</i> 2, 3, 4, 5
13	Taipei: Kid Castle	<i>Magic Land</i> 3, 4
14	Kaohsiung City Education Bureau (Kaohsiung Elementary English Resource Centre)	<i>Power Up English</i> 3, 4, 5
15	Taipei: Ladder	<i>You and Me</i> 5, 6
16	Longman	<i>Happy English</i> 1, 2, 3, 4, 5, 6,
17	Longman/ Prentice Hall	<i>Go Super Kids</i> 1, 2, 3, 4, 5, 6
18	Longman	<i>Welcome to American English</i>
19	McMillan Heinemann	<i>Smile</i> 3, 5
20	Kaohsiung: Melody	<i>Woody &amp; Me</i> 3, 4, 5, 6
21	Tainan: Nan-yi	<i>English</i> 4, 5
22	Oxford	<i>Pen Pictures</i>
23	Taipei: Rainbow	<i>Happy Rainbow</i> 1, 2, 3, 4
24	Scholastic	<i>Phonic K</i> 1
25	Tainan City Education Bureau (Tainan Advisory Committee for English Teaching at Elementary schools)	<i>Enjoy</i> 1, 2, 3, 4,

***APPENDIX 3:***

***QUESTIONNAIRE RELATING TO TEACHER TRAINING***



## **Questionnaire and interview for teachers of English in primary schools in Taiwan**

This questionnaire is part of a research project conducted for the degree of Doctor of Philosophy at the University of Waikato in New Zealand by Wei Pei Wang, a lecturer at Wenzao Ursuline College of Languages.

The overall aim of this part of the research project is to investigate aspects of the training programs provided for teachers of English in primary schools in Taiwan.

**If you do not wish to participate, that is not a problem. If you do, you will be asked if you are willing to take part in a follow-up telephone interview (whose aim is to further explore aspects of teacher training programs) after you have completed the questionnaire.**

The identity of participants will **not** be made available to anyone other than the researcher. Participants will not be named or identified in any way in the reporting of the research.

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University of Waikato, Private Bag 3105, Hamilton, New  
Zealand

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## Part 1: Qualifications and experience

1. How many years have you been teaching English in primary school?  
\_\_\_\_\_ years.
2. What teaching qualifications do you have? Please tick the appropriate box and/or provide details below.

I am a trained primary school teacher.	<input type="checkbox"/>
I have taken a one year postgraduate Certificate in teaching English at primary school level.	<input type="checkbox"/>
I have taken a local government training program in teaching English at primary school level.	<input type="checkbox"/>
How long did your local government training program last?	_____ months
I have taken a two year course in teaching English at primary school level – the Primary School English Teacher Training Program.	<input type="checkbox"/>
I have a qualification in teaching English that is NOT (a) the Primary School English teacher Training Program (Taiwan), or (b) a Certificate in Teaching English at Primary school level (Taiwan), or (c) a local government training program in teaching English at primary school level (Taiwan).	<input type="checkbox"/>
The English teaching program I took is (please specify):	_____ _____

3. (a) Since you began teaching English, have you done any in-service training in teaching English?

- (b) If you answered **yes**, what sort of in-service training have you had?

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4. What background in English language do you have?

I have an English-based or English-related degree.	<input type="checkbox"/>
I have demonstrated (in a computer-based TOEFL or GEPT test) that I have a level of proficiency in English equivalent to 213 or higher.  My score was (please specify if possible):	<input type="checkbox"/>  _____ <b>GEPT</b>  _____ <b>TOEFL</b>
I have taken another type of English proficiency test (other than the TOEFL or GEPT).  The test was (please specify):  My score was (please specify if possible):	<input type="checkbox"/>  _____ _____
I am a native speaker of English.	<input type="checkbox"/>

**Part 2: Aspects of your training to be a teacher of English**

5. In your English teacher pre-service or in-service courses, which of the following areas was included? Please tick the appropriate boxes.

	<b>Pre-service course</b>	<b>In-service course</b>
How children learn foreign languages		
Curriculum and syllabus design		
Teaching methodologies		
Designing English teaching materials		
Linguistics (analysing English)		
Other (please specify below)		

Other \_\_\_\_\_

6. (a) Did your pre-service or in-service training include an assessed English teaching practice component? That is, did you have to teach real classes as part of your training?

	<b>Yes</b>	<b>No</b>
<b>Pre-service</b>		
<b>In-service</b>		

- (b) If you answered **yes**, please answer the questions below.

- (i) Did you teach a whole class?

Yes  No

- (ii) Did you teach a whole class?

Yes  No

- (iii) Was the class teacher in the room with you?

Yes  No

- (iv) Was your course tutor in the room with you?

Yes  No

- (v) Did you decide what to teach?

Yes  No

- (vi) Did the classroom teacher decide what you should teach?

Yes  No

- (vii) Did your course tutor decide what you should teach?

Yes  No

- (viii) Did you work towards specific criteria each time you taught?

Yes  No

- (ix) Were you given feedback on your teaching?

Yes  No

(x) If you were given feedback on your teaching, who gave the feedback?

- The class teacher
- The students
- Your course tutor

(c) Was your teaching graded as part of the overall assessment for the course?

- Yes  No

(d) If your teaching was graded, how did you receive the grade?

As a mark

As part of a report that identified strengths and weaknesses

7. (a) Did your pre-service or in-service training course include observing English lessons taught by other people?

	Yes	No
<b>Pre-service</b>		
<b>In-service</b>		

(b) If you answered **yes**, who taught these lessons?

Teachers in local schools

My course tutor/s

Teachers in local schools and my course tutor/s

Other (please specify) \_\_\_\_\_

(c) Were you encouraged to pay particular attention to certain things in the lessons you observed, such as, for example, how the teachers introduced new language?

**Yes.** We were told to pay particular attention to certain aspects of the lessons.

**No.** We were just told to observe the lessons.

(d) Did your tutor/s discuss the lessons you observed with you afterwards?

- Yes  No

8. Did the instructors on your course ever demonstrate how to teach certain things by actually teaching them to a class of real students?

Yes  No

9. Were you given advice about coping with classes that include learners with different levels of proficiency?

Yes  No

10. Were you given advice about making sure that you were responsive to the different learning styles of your students?

Yes  No

11. Were you given advice about correcting learner errors?

Yes  No

12. Were you given advice were you given about concept checking, that is, about making sure that learners understood the meaning of new language (vocabulary and grammar)?

Yes  No

13. Were you given advice about the different parts of a language lesson and what order to introduce them in?

Yes  No

14. Were you given any advice about setting up and timing activities?

Yes  No

15. Were you given advice about *pace* in the language classes, that is, were you advised about making sure that some sections of the lesson, such as question and answer practice of language forms, was not allowed to continue on slowly for too long?

Yes  No

16. Did your course include a component whose aim was to further develop your own language proficiency?

Yes  No

17. Were you provided with some useful classroom language (e.g., **Look! Listen! Answer the question! Pairs! Groups!** etc.) and given advice about how to introduce it and use it?

Yes  No

18. Did your course include a component whose aim was to help you to analyse English in terms of meaning and form – e.g., a component in which you were encouraged to work out and explain the different ways in which, for example, the present simple tense can be used in English?

Yes  No

19. In your course, were you taught how to teach the relationship between full forms (e.g., **I am hot**) and contracted forms (e.g., **I'm hot**)?

Yes  No

20. The **past simple** (e.g., *ate*) and the **past progressive** (e.g., *was eating*) forms of verbs are used differently. In your course, were you introduced to ways of teaching the difference in meaning between these two forms?

Yes  No

21. Did your course include anything on classroom management, that is, how to keep the learners active and on task?

Yes  No

22. Were you given any advice about adapting *tasks* to suit learners with different levels of proficiency?

Yes  No

23. Did your course include anything about assessment?

Yes  No

24. Did your course include anything about teaching pronunciation?

Yes  No

25. Did your course include anything about teaching reading and writing?

Yes  No

26. Did your course include anything about teaching the four skills in an integrated way (that is all four skills in the same lesson)?

Yes  No

27. Did your course include advice about *selecting* textbooks?

Yes  No

28. Did your course include advice about *using* textbooks?

Yes  No

29. In many textbooks designed for young learners of English in Taiwan, new units begin with a mini-dialogue. In your course, were you taught how to teach the meaning of the new language in these mini-dialogues?

Yes  No

30. Here is an extract from a mini-dialogue that occurs in a textbook.

**Danny:** Hurry up, Bobby.

**Bobby:** Sorry, I'm late.

**Teacher:** Come on in, Bobby. Sit down, please.

**Bobby:** Thank you.

In your course, were you given any advice about how to teach the meaning of new words and phrases such as 'hurry up', 'sorry', 'late', and 'come on in' when they occur in mini-dialogues such as this and students are encountering them for the first time?

Yes  No

31. Were any arrangements made for the instructors on your course to see how you were getting in your teaching after you had been teaching for a period of time, e.g., six months?

Yes  No

32. When you finished your course, did you feel confident about teaching English?

Yes  No

33. Are there any things that have caused problems in your teaching that were not included in your course and you wish had been included?

Yes  No

**Thank you very much for taking time to participate in this project**

***APPENDIX 4:***

***FOCUS QUESTIONS: SEMI-STRUCTURED INTERVIEWS ABOUT  
TEACHER TRAINING AND ILLUSTRATIVE EXTRACTS FROM ONE OF  
THE INTERVIEWS***

## **Focus Questions: semi-structured interviews about teacher training**

Interviews began by checking questionnaire responses. In each case, interviewees were reminded of the question and of their response. They were then asked a question about each of their responses (see below) and, in each case, the dialogue that developed from there depended on their initial response.

From *Question 5* onwards, respondents were asked if they would like to add any comments about each of their questionnaire responses. The form of the questions was as follows.

*Question 5:* You ticked a number of areas that were included in the courses you took (with a reminder of which were ticked). Could you clarify the content of the ones you ticked?

*Questions 6 & 7:* Let's go through all the answers you gave to different section of these questions. In each case, are there any changes, additions or clarifications you would like to make?

*Question 8:* If you answered *yes* here, could you give some examples? If you answered *no*, is there anything you would like to add?

*Questions 9 -15:* If you answered *yes* here, could you give some examples of the advice you were given? If you answered *no*, is there anything you would like to add?

*Questions 16 - 21:* If you answered *yes* here, could you give me some details and examples? If you answered *no*, is there anything you would like to add?

*Question 22 - 30:* If you answered *yes* here, could you give some examples? If you answered *no*, is there anything you would like to add?

*Question 31- 33:* Would you like to make any comments about your response to this question?

*Additional questions:*

Were you taught how to teach the meaning of new words (including nouns, adjectives, verbs, pronouns and adverbs)? If so, can you give examples of what you were taught?

How do you feel overall about the pre-service and in-service educational opportunities you have had?

Is there anything you would like to add about language teaching education generally?

## Illustrative extracts from one of the interviews

**EXTRACT 1** (follow-on from interviewee's response to Question 5 in the questionnaire)

**Interviewer:** Could you comment on some of the other courses included in your pre-service training?

**Interviewee:** The worst one was the course on Language Testing and Evaluation. The teacher gave us a copy of a book and asked us to prepare the handouts for his own teaching. I learned nothing from it. Some of the trainers are university professors. They probably know something about theory, but they did not provide what we need to teach real classes.

### EXTRACT 2

**Interviewer:** Are there any changes, additions or clarifications you would like to make in relation to your response to Question 6 in the questionnaire (plus reminder of question and response):

**Interviewee:** I taught a real whole class only once during my pre-service training. That was at the end of the course: Teaching Observation and Teaching Practice. The whole course lasted only 36 hours and most of it was made up of lectures – talking about teaching practice, not doing it, so how could we have more time to practice teaching? I decided what to teach. There are no specific criteria. I taught and the feedback was just a mark without any other written comments.

### EXTRACT 3

**Interviewer:** You answered *no* to *Question 9* (plus a reminder of *Question 9*). Is there anything you would like to add?

**Interviewee:** My students are high-grade students but some of them don't even know the alphabet. I spend more time on remedial teaching than other things. I spend extra time in the early morning helping the ones who have only a little English. In the class, I teach the basic language, but I usually give different tasks to high-level students for homework.

#### **EXTRACT 4**

**Interviewer:** You answered *no* to question 12 – about whether you were taught about concept checking. Is there anything you would like to add?

**Interviewee:** We just didn't do anything much about evaluation.

**Interviewer:** I mean, were you given advice about how to check whether students understood the meaning of new language during the class?

**Interviewee:** I don't know what you mean.

**Interviewer:** Well, if you teach *favourite*, the students might think you mean *like* but the meaning of *favourite* is different from the meaning of *like*. How would you make sure that the students understood the difference?

**Interviewee:** I'd translate it.

#### **EXTRACT 5**

**Interviewer:** You answered no to *Question 17* (about whether you were taught anything about classroom language). Is there anything you would like to add?

**Interviewee:** No. I don't think that language teachers need to be trained in classroom language if the teacher is good at English. Language teachers should know what language should be used in different classrooms.

#### **EXTRACT 6**

**Interviewer:** (Follow-on from question about response to Question 18 in the questionnaire) You said that your course didn't include anything about analysing English in terms of meaning and form. Is there anything you would like to add?

**Interviewee:** I only teach meaning from grades 3 to 5. I sometimes teach form in grade 6 when they are familiar with the language. For example; I might show them that *What is your name?* and *What is your telephone number?* have the same form. I only do this with grade 6 students.

**Interviewer:** How do you actually do it?

**Interviewee:** I put them up on the board and explain what the question means and about the word order.

**Interviewer:** Does the textbook tell you how to teach the relationship between meaning and form in the case of the different tenses?

**Interviewee:** There are only substitution drills in the textbook. I would rather use my own way to teach students such as giving two examples to compare the different meanings of two tenses: *Yesterday I went to a movie and today I am going to a movie with my boy friend* to compare the different meaning of two tenses.

#### **EXTRACT 7**

**Interviewer:** (Follow-on from question about response to Question 19 in the questionnaire) Since you were not taught how to teach the relationship between full forms and contracted forms, how do you actually teach them?

**Interviewee:** I don't teach them because they are in the textbooks. Students can read them in their textbooks.

#### **EXTRACT 8**

**Interviewer:** (Follow-on from question about response to Question 24 in the questionnaire) You said your course included teaching pronunciation. Is there anything you would like to add?

**Interviewee:** Yes. It was all about linguistics such as articulation. I had already learned it when I was a university student. To me it is easy but it was very hard for some of my classmates who were not English majors. Lots of them failed. I really have a big question about how lots of these people teach English in primary schools if they can't demonstrate pronunciation.

#### **EXTRACT 9**

**Interviewer:** How do you feel overall about the pre-service and in-service educational opportunities you have had?

**Interviewee:** To tell the truth, I was very disappointed in my pre-service training. The trainers came from different institutions who hosted the training programme so there were problems of planning and administration. I know eighteen trainees who were trained by different institutions. We all think we wasted our time taking the training because the trainers know nothing about how to teach English to primary school students. They probably gave us some theory, but they did not provide what we need to teach real classes. We would rather learn from observing

experienced teachers. That would be more practical and useful. Also, we couldn't work out the components of courses from the course titles. I am very lucky because I have fifteen years of experience of teaching English in cram school but for less experienced teachers, even if their English is good, this pre-service training is just not good enough.

#### **EXTRACT 10**

**Interviewer:** Would you like to make any comments about the implementation of Communicative Language Teaching in primary school English teaching?

**Interviewee:** Communicative language teaching is very hard to implement because some of the teachers are not well trained and their language ability is questionable. I invited three other teachers in my school to join this interview. They refused because they think they are not well trained and their English is not good enough. They don't know how to teach English communicatively. They usually just play activities and games in class.

***APPENDIX 5:***

***OBSERVATION TASKS/ QUESTIONS RELATED TO EFFECTIVENESS  
CRITERIA***

**1. Create a secure and attractive learning environment that will encourage pupils to experiment with the target language and develop confidence**

What is the physical layout of the classroom (including position of students and teacher)?

What evidence is there in the classroom that the teacher has made an attempt to enrich the environment with appropriate pictures, posters etc.?

What percentage of the time that students spent talking in English involved: (a) answering questions? (b) asking questions? (c) making comments?

What percentage of the time that students spent talking in English involved: (a) answering questions? (b) asking questions? (c) making comments?

What percentage of the time that students spent talking in English involved: (a) talking to the teacher? (b) talking to other students? What percentage of the students spoke in English at some point during the lesson?

Did the teacher allow or encourage a few students to dominate the lesson?

For what percentage of the lesson time were the students: (a) rowdy (in a way that did not contribute to the lesson)? (b) off task?

Were learners ever ridiculed when they made errors either: (a) by the teacher? (b) by other students?

**2. Use the foreign language incidentally as part of normal classroom procedure**

For what percentage of the teacher talking time (TTT) did the teacher use English?

For what percentage of the TTT did the teacher use Mandarin or Taiwanese?

For what percentage of the student talking (STT) time did the students use English?

For what percentage of the STT did the students use Mandarin or Taiwanese?

What percentage of the classroom instructions (e.g., task instructions) given by the teacher were in English?

What percentage of the student responses to classroom instructions given in English were appropriate responses to the instructions?

Did the teacher use incorrect English at any point in (a) giving instructions? (b) modelling or using the language being taught or practiced? Provide details.

For what percentage of the time spent on associating new language with meaning/s did the teacher use (a) English? (b) Mandarin or Taiwanese? (c) pictures, objects and diagrams?

**3. Create and obtain a wide range of resources to support learning and use them selectively as part of the teaching sequence**

What resources did the teacher use (e.g., textbook, posters, labeled objects) throughout the course of the lesson?

Were all of the resources used supplied by the textbook publisher? If not, what other resources were used?

**4. Use games and songs in a well-structured programme, so that language learning is creative and spontaneous, enjoyable, but progression of learning is ensured**

What percentage of the lesson time was devoted to: (a) revision? (b) the introduction of new material? (c) practice of the new material?

Were the lesson objectives clear to you?

Was there a detectable lesson shape (e.g., context setting; text-centred introduction of new language; modelling of new language and concept checking; activity-based practice of new language; writing practice)?

At what stages in the lesson were each of the following used: (a) songs? (b) games? (c) activities that involved a combination of words and actions?

Were any songs, games and activities that were used in the lesson directly relevant to the objectives of the lesson: (a) all of the time? (b) some of the time? (c) none of the time?

What percentage of the games used in the lesson involved nothing more than team-based repetitive language practice?

**5. Make extensive use of total physical response (TPR) and interactive learning to enable children to 'breathe' the language**

Were the learners expected at any point in the lesson to respond to instructions given in English by performing appropriate actions?

If there were instructions of the type outlined above, did they: (a) have a function that was related to the lesson objectives? (b) have a function that was necessary in

terms of classroom management? (c) appear to have no function other than to get the learners to demonstrate that they could respond to a repertoire of instructions given in English?

**6. Understand children's errors as part of their interlanguage and use error to promote further learning**

What percentage of errors made by learners were: (a) corrected explicitly? (b) corrected implicitly (through immediate use by the teacher of the correct language)? (c) reinforced through the use of inappropriate praise? (d) reinforced through teacher repetition of the incorrect language?

Were learner errors ever used as a starting point for discussion about language?

**7. Create extensive opportunities for listening and respect the need for a 'silent period' whilst pupils process the information heard**

For what percentage of the lesson time did students: (a) listen to the teacher talking in English? (b) listen to a tape or video in which someone other than the teacher was talking in English?

Was there any evidence that one or more of the students having difficulty in following the lesson? If so, what was the evidence?

Did the teacher use any strategies to: (a) identify students who were having difficulties? (b) involve students who were having difficulties in the lesson?

**8. Encourage learners to engage in meaningful communication in the target language – communication that has a function over and above that of language learning itself.**

Was any language that was introduced in the lesson confined to simple decontextualized words, phrases or sentences or question and answer sequences at (a) the presentation phase of the lesson? (b) the practice phase of the lesson?

Did the students have any opportunity to use English in a way that involved more than repetition or the answering of teacher-initiated questions?

For what percentage of the time were the students involved in pair or group activities rather than whole class activities?

Where pair and group activities occurred, were they clearly set up and followed through?

***APPENDIX 6:***

***ENGLISH AND CHINESE VERSIONS OF THE CONSENT LETTERS FOR  
TEACHERS OF THE OBSERVED CLASSES***

Dear teachers,

**Research project: Teaching English to Young Learners in Taiwan**

I am currently doing a PhD at the University of Waikato in New Zealand. The research involves an investigation of current approaches to teaching English to young learners in Taiwan. This research is intended to contribute to debate about best practice and to be of benefit to teachers and students. The overall aim of the classroom observations is to examine the different types of training experience in Taiwan and to identify some of the methods that seem to be particularly effective.

If you would like any further information, please contact me at the address above or by email at [weipei@mail.wtuc.edu.tw](mailto:weipei@mail.wtuc.edu.tw) . If you agree to participate, I should be very grateful if you would complete the attached form and return it to me in the envelope supplied.

I would like to thank you for taking the time to read this letter.

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I agree to participate in classroom observation

Name of Teacher:  
(PLEASE PRINT)  
Signature of Teacher:  
Date:

## 國小英語教學教室觀摩

敬愛的老師，您好：

謝謝您願意提供教室教學觀摩錄影帶及回答與您教學相關問題，此觀摩及您所提供的資料目的在了解國小英語教學目前實施狀況及探討老師們共同關切英語教學之相關問題，您的參與與否對本研究有關鍵性的影響。您的教學觀摩錄影帶及您所提供的資料僅供學術研究分析之用，不會將您個人的資料對外公開。對於您的鼎力支持與協助，僅致衷心謝忱。您有任何關於此教室觀摩的問題，歡迎隨時與本人聯絡。TEL：64-7-8582126；

Email：wpwang@mail.wtuc.edu.tw；ww11@waikato.ac.nz

如有相關問題須進一步與您請教，是否願意提供E-mail 或電話號碼方便連絡。

E-mail: \_\_\_\_\_ 電話: \_\_\_\_\_

敬祝 教安

王瑋佩敬上  
文藻外語學院外語教學系 講師  
紐西蘭瓦卡托大學博士候選人

### 同意聲明

我願意提供本人教室教學觀摩錄影帶，僅供此研究分析之用。

提供者簽名： \_\_\_\_\_ 日期： \_\_\_\_\_

***APPENDIX 7:***  
***TEXTBOOK EXTRACT***

Lesson **6** Do You Like Fried Chicken?

 Talk with me

Do you like fried chicken?

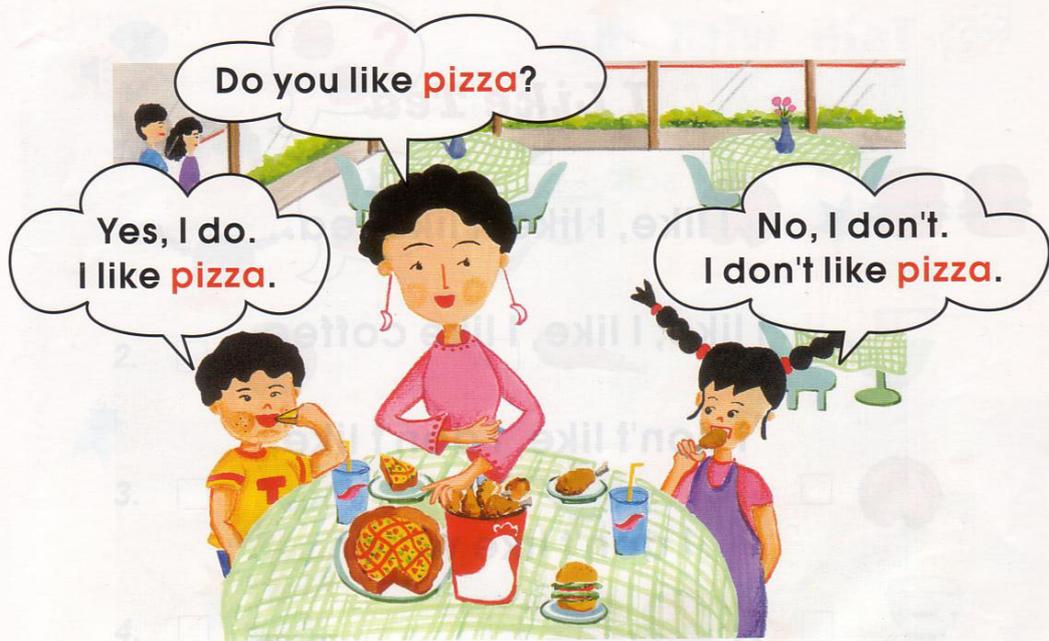
Yes, I do.  
Thanks, Mom.



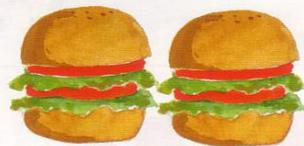
Thanks.=Thank you.



## Practice with me



## New words



**hamburgers**



**pizza**



**noodles**



**rice**



**fried chicken**



**Sing with me**

## ***I Like Tea***

**I like, I like, I like tea.**

**I like, I like, I like coffee.**

**I don't like, I don't like,**

**I don't like water.**

**Can I have some coke?**





# Work with me



1.



2.



3.



4.



Name

Name					
Nini	X	✓	X	X	✓

***APPENDIX 8:***

***TRANSCRIPTS OF 6 CLASSROOM OBSERVATIONS***

### **Transcript Key**

**T** = Teacher; **S** = Student; **G** = Specified group (i.e. groups established by the teacher); **C** = Entire class; **Ss** = 2 or more students

***Italic bold print*** = in Chinese in original (translated by researcher into English)

**....** = **Pauses** (pause time)

       (**Underlining**) = English is clearly inaccurate

**0.00** = beginning of class (zero minutes, zero seconds)

(Capital letters, full stops, commas and question marks are used where their use appears to be justified in relation to intonation, pausing and/or overall sense. I have not, however, attempted to represent intonation or stress.)

Note that the names of the learners have been changed to protect their identities.

# Transcript 1

What is your favourite \_\_\_\_\_? It's \_\_\_\_\_.

**Class:** Grade 5

**Class time:** 40 minutes

**Student number:** 36

**Seating arrangement:** Students sit individually in rows

**The teacher writes two sentence frames on the board:**

*What's your favourite \_\_\_\_\_?*

*It's \_\_\_\_\_*

and draws a survey chart:

**Name:**


Line	Time	Person	
1	<b>0:10</b>	T:	Let's warm up. Okay. Look right. What is look
2			right? Right. Yes. Look left. Yes.
3		C:	(Students look right and left.)
4		T:	Look at the clock. Where is the clock? Hey...Hey.
5		C:	(Students look at the clock.)
6		T:	And Look at the TV. <u>Where is TV?</u>
7		C:	(Students look at the TV.)
8		T:	Yes and look at me. Yes. That's right.
9		C:	(Students look at the teacher.)
10		T:	And stand up, up, up, up.
11		C:	(Students stand up.)

12		T:	Sit down, down, down, down
13		C:	(Students sit down.) down, down, down .
14		T:	Stand up again . . . up, up, up. One two three go.
15			Stand up.
16		C:	Up, up, up. (Students stand up)
17		T:	Good! Put <u>you chair</u> under <u>the table</u> , please.
18			(Everyone puts their chair under their desk.) Now...
19			turn right. Yes, turn right. Who's wrong? Turn left.
20		Ss:	One two.
21		T:	Turn right.
22		C:	One two.
23		T:	Turn right.
24		C:	One two.
25	<b>1:08</b>	T:	Oh, you can see many guests and teachers and our
26			principals. Is that right?
27		C:	Yes.
28		T:	Yes. Now say welcome.
29		C:	Welcome.
30		T:	Welcome.
31		C:	Welcome.
32		T:	Teachers.
33		C:	Teachers.
34		T:	Okay, now please turn, Oh, around, turn around,
35			please and turn around, yes. And turn around please.
36			Sit down and take a seat please. Good, very good.
37			You are wonderful today.
38	1:25	T:	And take a look and this card. What colour is it?
39		C:	It's yellow. (The teacher is holding a bunch of
40			coloured cards.)
41		T:	What colour is it?
42		C:	It's blue.
43		T:	What colour is it?
44		C:	It's green.

45		T:	What colour is it?
46		C:	It's white.
47		T:	What colour is it?
48		C:	It's purple.
49		T:	I have many colours here. Okay and what colour do
50			you like? What colour do you like? (The Teacher
51			shows a yellow card.)
52		C:	I like yellow.
53		T:	You can raise your hand. Johnny, What colour do
54			you like? (The teacher shows a yellow card.)
55		S(Johnny):	I like yellow.
56		T:	Okay. I like yellow. What colour do you like? (The
57			teacher walks towards a student.)
58		S:	I like blue.
59		T:	Blue. What colour do you like best? What colour do
60			you like best? You. (The teacher walks towards
			another student.)
61		S:	I like purple.
62		T:	I like purple. Ar. You like purple the best.
63	2:17	T:	Okay, Now I want to teach you this word. (The
			teacher points to the word 'favourite' on the board)
64		C:	Favourite.
65		T:	What is your favourite colour? Favourite? <b>What</b>
66			<b>does favourite mean?</b> What does it mean?
67		C:	Yes! <b>favourite</b>
68		T:	You know it. Favourite, favourite, repeat after me,
			favourite
69		C:	Favourite.
70		T:	Favourite.
71		C:	Favourite.
72		T:	Oh, <u>ice cream my favourite</u> . Apple pie, oh that's my
73			favourite. <b>My favourite</b> , okay. (The teacher uses
74			Chinese to translate 'my favourite' for the students.)

75			Now what is your favourite colour? Can you can
76			you tell me what's your favourite colour? What's
77			your favourite? (The teacher gives the microphone
78			to a student.) What's your favourite colour?
79		S:	My favourite colour is...
80		T:	What colour?
81		S:	Green.
82		T:	Good. Okay my favourite colour is green, good.
83			And what's your favourite colour? (The teacher gives the microphone to another student.)
84		S:	My favourite colour is black.
85		T:	Is black. My favourite colour is black. Okay,
86			favourite. Repeat after me: /fei-va-rit/
87		C:	/fei-va-rit/
88		T:	/fei-va-rit//fei-va-rit/
89		C:	/fei-va-rit/
90		T:	Favourite. My favourite colour.
91		C:	My favourite colour.
92		T:	Okay, Now please ask me. Ms. Cheng, what's bra
93			bra bra, what's your favourite colour? One two three go.
94		C:	Ms. Cheng, what's your favourite colour?
95		T:	Mmm. My favourite colour is red, is red, is red,
96			okay, is red. What's your favourite colour? It's blue.
97			It's yellow. It's red.
98	<b>4:04</b>	T:	Okay. Now, let's look at the food. <u>Do you learn</u>
99			<u>about this?</u> (The teacher shows a card representing 'salad'.)
100		C:	Salad.
101		T:	Yes, it's salad.
102		C:	Salad.
103		T:	Yes, it's salad. What is it? (The teacher shows a card representing pizza.)

104		C:	It's pizza.
105		T:	Yes, it's pizza, good. What is it? (The teacher shows a card representing cake.)
106		C:	It's cake.
107		T:	Very good. You are wonderful. What is it? (The teacher shows a card representing hot dog.)
108		C:	<u>It's hot dog.</u>
109		T:	Hot dog. What is it? (The teacher shows a card representing spaghetti.)
110		C:	It's hot, hot.
111		T:	It's spaghetti. Yes, it's hot. And what is it? (The teacher shows a card representing ice cream.)
112		C:	It's ice cream.
113		T:	Okay, now tell me what's your favourite food?
114			Favourite food. Do you know? Do you remember
115			favourite? In Chinese we say: <i>favourite</i> . What's
116			your favourite food? Okay. Who can say? Please
117			raise your hand. Okay Charlie, what's your favourite
118			food? Okay.
119		S(Charlie):	My favourite food is ice cream.
120		T:	Ice cream. Okay, me too. What's your favourite
121			food? Jessica.
122		S:(Jessica)	My favourite food is mango.
123		T:	Okay, my favourite food is mango. Mango <u>is the</u>
124			<u>fruit</u> , okay? My favourite food. Can you tell me
125			what is your favourite food? What's your favourite
			food? (The teacher points to a student.) Yes.
126		S:	My favourite food is spaghetti.
127		T:	My favourite food is ... hamburger? spaghetti?
128			Spaghetti. Good, oh, my favourite food is spaghetti.
129			Okay, my favourite food is bra bra bra, okay.
130	<b>5:52</b>	T:	Good okay please okay. Now, <u>Lets' talk the classes.</u>
131			The classes. You have many classes at the school, is

132			that right?
133		C:	Yes.
134		T:	Yes. Yes. Okay, my favourite... class. What does it
135			mean? My favourite class. Class, <u>what does it mean</u>
136			<u>class?</u>
137		C:	<b><i>Class</i></b>
138		T:	Oh, <i>class</i> , Yes, this is your English Class. You are
139			<u>studying English class</u> . You are studying English
140			now. This is your English class. Is that right?
141		C:	Yes.
142		T:	Yes, okay, what's your favourite class? What's your
143			favourite class? Now, let's talk about the class.
144			What class you have at school? Do you have
			Chinese class?
145		C:	Yes.
146		T:	Yes. Do you like Chinese class?
147		C:	No.
148		T:	No, so so, Chinese class is so important to you.
149			Okay. This class. Okay. Chinese class. When we
150			learn Chinese, we begin with ㄅ ㄆ ㄇ, is that right?
151		C:	Yes.
152		T:	Yes, now, do you have English class?
153		C:	Yes.
154		T:	Oh, English class is fun. Is that right!
155		C:	Yes...
156		T:	English class is fun.
157		C:	Yes.
158		T:	When we learn English, begin with A, B, C, is that
159			right?
160		C:	Yes.
161		T:	Is that right?
162		C:	Yes.

163		T:	ABC English class. Do you have music class?
164		C:	Yes.
165		T:	Oh, music, music class. Yes, listen to the music. Do
166			you like to listen to the music?
167		C:	Yes
168		T:	Oh, pop music, classical music. (The teacher
169			demonstrates a dancing action.) Let's go to the
170			music class. Music class, it's wonderful, ah.. Music.
171			When we learn? <u>When we started at?</u> Music, we
172			begin from Do, Re, Mi
173		Ss:	Do, Re, Mi
174		T:	Yes, that's right, Do, Re, Mi, Okay, A, B, ㄅ ㄆ ㄇ,
175			A,B,C, Do, Re, Mi, Is that right? Yes. And your
176			favourite, I think. (The teacher shows a card
177			representing computer.) Oh computer, okay,
178			computer, Do you <u>like to play computer?</u>
179			
180		C:	Yes.
181		T:	Yes, okay, when we play. When we have <u>the</u>
182			<u>computer class</u> and <b><i>play the computer;</i></b> you can play
183			<u>the</u> computer games. And you can surf the net, you
184			can surf the Internet. What does it mean?
185		S:	<b><i>surf the Internet</i></b>
186		T:	You are brilliant. You are wonderful. <b><i>You see</i></b> surf
187			Internet he says <b><i>surf the Internet.</i></b> He knows it. He
188			is wonderful. <b><i>Surf Internet,</i></b> Internet, surf. Surf
189			Internet, <b><i>It means surfing the Internet,</i></b> oh, surf the
190			Internet, wonderful, and oh, this is your favourite
191			too. Do you have P. E. class?
192		C:	Yes.
193		T:	What is P.E. class?
194		C:	<b><i>P.E. class</i></b>
195		T:	Ah! P.E. class. In <u>the P.E. class,</u> you can do

196			exercises. One more, two more, and one more, two
197			more. Okay, you can play touch ball, and you can
198			play baseball. (The teacher tries to do different kinds of action to illustrate different sports.)
199		C:	Baseball.
200		T:	You can play ...basketball. (The teacher demonstrates the action of playing basketball.)
201		C:	Basketball.
202		T:	You can... (The teacher demonstrates the action of swimming).
203		C:	Swimming
204		T:	Good, you can... (The teacher demonstrates the action of running).
205		C:	Running
206		T:	You can run. Is it right?
207		C:	Yes.
208		T:	P.E. class. What does it mean, P.E.? P.E. is a
209			Physical Exercise. Physical, <i>physical</i> exercise.
210			<i>Exercise</i> . Physical Exercise. It's a <u>short term of</u>
211			P.E., <u>of Physical Exercise</u> . Okay, now, they are
212			doing the exercise. (The teacher is holding a card showing some students doing P.E.) Can you see the picture?
213		C:	Yes.
214		T:	Okay, we can see gym class. Gym, gym class is
215			there. <i>They are the same</i> , we can say P.E. class. We
216			can say gym class. Okay, do you know gym?
217		C:	Yes.
218		T:	Yes, gymnastic, it's the short term, <i>gymnastic</i> , gym
219			class, <i>gym class</i> .
220		C:	Do you have art class at school?
221		T:	Yes, art. What is art?
222		Ss:	<i>Art</i>

223		T:	<i>Art</i> , in the art class, you <u>can draw the pictures</u> . You
224			can paint. You can do the art works. <b><i>Do art work,</i></b>
225			Do you like art?
226		C:	Yes.
227		T:	In our school, you can see art, art, everywhere, art,
228			everywhere is art. <b><i>I just said that we can see art</i></b>
229			<b><i>works everywhere in our school, beautiful things,</i></b> it
230		C:	Yes.
231		T:	Art class? Yes, You've heard about this. Now, let's
232			say it. Let's learn it. What is this? (The teacher
233		C:	Chinese class.
234		T:	Chinese, Chinese class.
235		C:	Chinese class.
236		T:	What's this? (The teacher points to a card showing
237		C:	English class.)
238		T:	Very good. What's this? (The teacher points to a
239		C:	Music class.)
240		T:	Music class.
241		C:	Wonderful, music.
242		T:	Music.
243		C:	Music.
244		T:	What is this? (The teacher points to a card showing
245		C:	a computer class.)
246		T:	Computer class.
247		C:	Very good, computer class.
248		T:	Computer class.
249		C:	What is this? (The teacher points to a card showing
			a P.E. class.)
			P.E. class.

250		T:	P.E. class. What's this? (The teacher points to the card showing the P.E. class.)
251		C:	Gym class.
252		T:	Gym.
253		C:	Gym.
254		T:	Gym /m/
255		C:	/m/
256		T:	Gym, gym class
257		C:	Gym class.
258		T:	They are the same. You can say P.E. class and you
259			can say gym class. Okay, and what's this? (The teacher points to a card showing an art class.)
260		C:	Art class.
261		T:	Art.
262		C:	Art.
263		T:	Do you like art?
264		C:	Yes.
265		T:	Yes, I do. Do you like art class?
266		C:	Yes.
267		T:	Yes, I do. Okay. Okay, now, mmm . . . Frank,
268			stand up. What's this? (The teacher is checking
269			students' understanding by asking them to give the names of classes illustrated on the board.)
270		S (Frank):	Art class
271		T:	Joy, stand up. What's this?
272		S (Joy):	Gym class.
273		T:	Gym class, good. And, Potty, stand up. (No one
274			answers.) Who is Potty? Mmm...Matty, stand up,
275			please. What's this?
276		S (Matty):	Computer class.
277		T:	Computer class, good. And May, stand up. What
278			you...What's this? What's this? (The teacher points to the picture of a music class.)

279		S (May):	(May cannot answer and remains silently.)
280		T:	Music.
281		S (May):	Music.
282		T:	Music.
283		S (May):	Music.
284		T:	Okay, music class, okay. In the music class, you
285			can, this is recorder, recorder, you can play the
286			recorder. Recorder.
287		C:	Recorder.
288		T:	You can play the recorder. You can sing. Do you like music?
289		C:	Yes.
290		T:	Yes. I like <u>to listen to the</u> music a lot. Music. One
291			more time, music.
292		C:	Music.
293		T:	Music.
294		C:	Music.
295		T:	Art.
296		C:	Art.
297		T:	Art.
298		C:	Art.
299		T:	Gym.
300		C:	Gym.
301		T:	Gym.
302		C:	Gym.
303		T:	Chinese.
304		C:	Chinese.
305		T:	Chinese.
306		C:	Chinese.
307	<b>14:27</b>	T:	Okay, now, who can hit the word, hit the card, who
308			can hit the card? Can you hit the card? <u>Don't shy.</u>
309			Don't be shy. Please hit the card. You come here.
310			You, stand up. Yes, Stephen, stand up. (The teacher

311			gives each of them a small hammer.) It's your turn,
312			now, stand here, one more time. Gym class.
313		Ss:	(The two students hit the picture of a gym class with their hammers at the same time.)
314		T:	And art class.
315		Ss:	(The two students hit the picture of an art class with their hammers at the same time.)
316		T:	English class.
317		Ss:	(The two students hit the picture of an English class with their hammers at the same time.)
318		T:	Music class.
319		Ss:	(The two students hit the picture of a music class with their hammers at the same time.)
320		T:	Chinese class.
321		Ss:	(The two students hit the picture of a Chinese class with their hammers at the same time.)
322		T:	Computer class.
323		Ss:	(The two students hit the picture of a computer class with their hammers at the same time.)
324		T:	<u>Do you think who's win?</u> <i>Do you think who's win?</i>
325			Who wins? Who wins?
326		Ss:	Tiffany.
327		T:	Tiffany wins? I think Tiffany wins. Okay, okay.
328			Winner, winner go, go go (The teacher is raising the
329			winner's hand.) The loser. Loser don't be sad.
330			Please put the hammers on the table. Now this time,
331			the Spooky Ball, Okay, okay, who wants to do it?
332			Kevin here, Johnny, Kevin, here, okay, okay. (The
333			teacher throws two Spooky balls to the class and two students catch them and go to the front.) Art class.
334		Ss(Johnny and	(The two students throw the balls towards the picture of an art class.)

		Kevin):	
335		T:	Music class.
336		Ss:	(The two students throw the balls towards the picture of a music class, but the balls do not adhere to the picture)
337 338		T:	But their target is right. <i>Their target is correct</i> , And computer class.
339		Ss:	(The two students throw the balls towards the picture of a computer class.) (The whole class is laughing.)
340		T:	And computer class. (The whole class is laughing.)
341		Ss:	(The two students throw the balls towards the picture of a computer class.)
342		T:	Chinese class.
343		Ss:	(The two students throw the balls towards the picture of a Chinese class.)
344 345 346 347		T:	Very good. And P. E. class. Yes, thank you. You are wonderful. (The teacher retrieves the Spooky balls from the two students.) Okay, now. Answer my question. What's your favourite class?
348		C:	What's your favourite class?
349		T:	What's your favourite class?
350		C:	What's your favourite class?
351		T:	It's bra, bra, bra.
352		C:	It's bra, bra, bra.
353 354 355	<b>16:41</b>	T:	Okay, now, who can answer my question? (The teacher gives the microphone to a student.) What's your favourite class?
356		S:	My favourite class is English class.
357 358		T:	Oh, thank you. Ha.ha.ha. (The teacher is pointing to another student.) What's your favourite class?
359		S:	Music class.
360		T:	Music class, yes. Okay, you are wonderful. You can

361			answer <u>the short ways</u> . It's music class. It's English
362			class. It's Chinese class. What's your favourite class? (The teacher points to another student.)
363		S:	My favourite
364		T:	favourite
365		S:	Class is computer class.
366		T:	Oh, computer class, it's computer class. (The
367			teacher points to another student.) What's your
368			favourite class?
369		S:	My favourite class is art class.
370		T:	Oh, wonderful, your pronunciation is very good.
371			Art. What's your favourite class? (The teacher points to another student.)
372		S:	Music class.
373		T:	Music class. What's your favourite class? (The teacher points to another student.)
374		S:	P.E. class.
375		T:	It's Chinese class, P.E. class, Ok. You like to do
376			exercises. What's your favourite class? (The teacher points to another student.)
377		S:	My favourite class is Chinese class.
378		T:	Chinese class. Okay, what's your favourite class? (The teacher points to another student.)
379		S:	It's
380		T:	It's
381		S:	P.E. class
382		T:	P.E. class, and you, how about you? (The teacher points to another student.)
383		S:	(The student cannot answer; all the classmates are watching and waiting for her answer.)
384		T:	What's your favourite class?
385		S:	It's
386		T:	It's

387		S:	P.E. class.
388		T:	P.E. class. How about you? (The teacher points to another student.) Good. How about you? (The teacher points to another student.) Good. How about you? (The teacher points to another student.) Good. How about you? (The teacher points to another student.) Good. How about you? (The teacher points to another student.) Good. How about you? (The teacher points to another student.) Good. How about you? (The teacher points to another student.) Good. How about you? (The teacher points to another student.) Good. How about you? (The teacher points to another student.) Good. Okay, now, <u>who is not raise your hand?</u> Who is, okay. Again, can you say what's your favourite class? (The teacher is points to another student.) Good. What's your favourite class? (The teacher points to another student.) Good. What's your favourite class? (Response not audible) (The teacher points to another student.) Good.
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407		S:	P.E. class.
408		T:	P.E. class. What's your favourite class? (The teacher points to another student.) Good.
409			
410		S:	Computer class.
411		T:	Computer class, good. What's your favourite class? (The teacher points to another student.) Good. What's your favourite class? (The teacher points to another student.) How about you? (The teacher points to another student.) Wonderful, you are wonderful. <u>Clap your hand.</u> Everyone can answer my questions. Okay, everyone can answer my questions.
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419	<b>20:01</b>		Now I want to do <u>the pairs work</u> . What is <u>the pairs</u>

420			<u>work</u> ? Hello, I am Chin. Hello, I'm Donny, Donny.
421			(The teacher is wearing two gloves with two faces -
422			Chin and Donny - and demonstrating how to do pair
423			work.) Now face to face. Face to face. What's your
424			favourite class? (The teacher is moving her right
425			hand.) It's P.E. class. (The teacher is moving her left
426			hand.) What's your favourite class? (The teacher is
427			moving her left hand.) It's English class. (The
428			teacher is moving her right hand.) Okay, can you
429			answer? Now <u>face to face to your friends</u> . Face to
430			face. <b>Face to face</b> . Please do <u>the pair works</u> . (The
431			teacher is checking students' seating arrangements.)
432			Please do <u>the pairs work</u> . Now one, two, three, go.
433		Ss:	What's your favourite class?
434		Ss:	P.E. class.
435		Ss:	What's your favourite class?
436			
437		Ss:	(Students give different answers.)
438		T:	Very good, wonderful. Now, let's do another game.
439	<b>21:14</b>		The game is whisper game, chi.chi.chi... whisper
440			game.
441		C:	Okay.
442		T:	Okay, the first one come here. You come here. You
443			come here. You come here. You come here. (The
444			teacher points to the first student in each row,
445			asking them to go to the front of the class.) (The
			teacher whispers to a student as they come forward.)
446		Ss:	(Students are whispering and passing the words
			along.)
447		T:	Okay, now <u>the passing over</u> , the passing over. (The
448			last students from each row go to the front.) You
449			have heard the words. Now please turn around. Yes,
450			now, the answer is What's your favourite class?

451		S:	English.
452		T:	English class, is it right?
453		G:	Yes.
454		T:	Yes, he is right. What's your favourite class?
455		S:	P.E. class.
456		T:	P. E. class
457		S:	P.E. class.
458		T:	Class.
459		S:	Class.
460		T:	Is he right?
461		G:	Yes.
462		T:	Yes, What's your favourite class?
463		S:	Chinese class.
464		T:	Chinese class. Is he right?
465		G:	Yes.
466		T:	Yes, he is right. What's your favourite class?
467		S:	Computer class.
468		T:	Computer class. Is he right?
469		G:	Yes.
470		T:	What's your favourite class?
471		S:	Music class
472		T:	Pardon? Please say it again.
473		S:	Music class.
474		T:	Oh, music class. Is she right?
475		G:	Yes.
476		T:	What's your favourite class?
477		S:	Gym class.
478		T:	Gym class. Is she right?
479		G:	Yes, she is right.
480		T:	What's your favourite class?
481		S:	Art class. (The student is shy and does not speak loudly enough.)
482		T:	Pardon? Say it again.

483		S:	Art class.
484		T:	Art. Open your mouth.
485		S:	Art.
486		T:	Art class.
487		S:	Art class.
488		T:	Wonderful, okay, you are very wonderful.
489	<b>23:34</b>	T:	Now, let's <u>make</u> a survey. (The teacher points to the
490			survey chart on the board.) You can ask five friends.
491			You can ask five friends the sentence like this one.
492			(The teacher points to sentences on the board.)
493			Okay, ah, for example, for example, you stand up,
494			you stand up, Okay, you stand up. And you stand
495			up. (The teacher points to two students and asks
496			them to stand up.) What's your name? Name please?
497	Sit down, please. Tansey, <u>how to spell your name?</u>		
498		S(Tansey):	T-a- n- s- e- y
499		T:	T- a- n- s- e- y. Is that right? Okay, Tansey, Okay,
500			wait a moment. (The teacher takes the pictures from
501			the board and attaches them to the survey chart.)
502			Chinese class, English class, music class, computer
503			class, or more art class and wow, <u>no rooms</u> .
504		S:	Name, name (A student is suggesting that the
505			teacher uses the slot for 'name' for the last picture.)
506		T:	Here, here.
507		Ss:	Yes.
508		T:	Okay, we put the names here. Name. (The teacher
509			draws one more slot and writes 'name' in.) Tansey,
510			what's your favourite class?
511		S:	My favourite class is English class.
512		T:	Oh, my favourite class is English class. Now, you
513			can make a check here. Make a check here. Okay,
514			very good, thank you.(The teacher draws a check in
515			the slot for English class.) And may I have, Sheree?

516			Where is Sheree? Sheree, Oh, Sheree is absent
517			today?
518		Ss:	Yes.
519		T:	Okay, she is absent today. Mmm...Bliss, Bliss,
520			name please, I know your name, but <u>the other</u>
521			<u>students doesn't know</u> your name, okay, okay, okay,
522			what's your name? B... How do you spell your
523			name?
524		S:	b l i s s
525		T:	b l i s s Bliss, what's your favourite class?
526		S (Bliss):	P.E. class.
527		T:	P.E. class. My favourite class is P.E. class. P.E.
528			class is here. Now sit down, please. Now, please ask
529			me.
530		C:	What's your favourite class?
531		T:	Okay, but no name.
532		C:	What's your name?
533		T:	My name is Betty.
534		C:	How do you spell your name?
535		T:	Mmm...it's b e t t y (The teacher writes her name on
536			the board.) And ask me again?
537		C:	What's your favourite class?
538		T:	Mmm. Of course, my favourite class is English
539			class. Okay, it's English class. Okay, now please
540			open your book to page 57, 57 please. (The teacher
541			is holding the textbook up to show students the
			page.)
542	<b>27:31</b>	T:	You can make a survey, okay. You can <i>make a</i>
543			<i>survey</i> . Ask five friends the questions. What's your
544			favourite class? It's bra bra bra. You can stand up
545			and go ahead. Yes go ahead.
546		C:	(The whole class stands up and everyone seems to
			be trying to follow the teacher's instructions. At

			least four students are completely unable to participate in the activity.)
547 548 549 550 551 552 553 554	<b>32:17</b>	T:	Yes, yes. (The teacher answers one student's question.) English only, no Chinese. <u>English is only</u> , no Chinese, please. Louder, please. (The teacher walks around the classroom and checks the students.) Two more minutes please, two more minutes please. Check your time. Two more minutes please. Okay, sit down, please. Attention, please. Attention.
555		S:	Attention.
556	<b>32:49</b>	T:	Yes, one two. Attention, please.
557		C:	One two.
558 559 560 561 562 563 564 565 566 567 568 569		T:	Okay, now. Please draw a picture. If you want, if you say my favourite class is music class, and you draw the picture of your study music. Oh, my favourite class is P.E. class. My favourite class is English class. Please draw the pictures. Please draw a picture down here. Please draw a picture down here. Don't forget to write a sentence. What's your favourite class? It's the answer. It's P.E. class. (The teacher writes the words on the board.) It's P. E. class. You draw the picture like this, and write the sentence is P. It's P.E. class. That's it. It's P.E. class.
570		C:	(The students are drawing and writing.)
571 572		T:	Time's up. <u>Are you finish?</u> <u>Are you finish your painting?</u>
573		C:	No.
574 575 576		T:	Not yet, maybe we will do it next time, next class. Okay. We will do it on Thursday, Okay. On Thursday, Very good. You are wonderful. You are

577			wonderful today. You are wonderful. You are
578			wonderful today. You are excellent today. Very
579			good. Thank you. See you, see you, Good bye.(The teacher indicates to the students that they should say good-bye to the visiting teachers and guests.)
	<b>35:11</b>		

## Transcript 2

### Body Parts

**Class: Grade 5**

**Class time: 40 minutes**

**Student number: 40**

**Seating arrangements: class in groups of 6, spaced around the classroom**

Line	Time	Person	
1 2	0:07	C:	Good morning (The entire class is facing the visiting teachers, and the students are talking noisily.)
3 4 5		T:	Thank you. Very good. Okay, everyone sit down. Please sit down. Okay, and <u>would you something</u> about today. Okay, what day is today? (The teacher raises her hand.)
6		C:	Today is Monday.
7		T:	Monday, very good. And I need a helper. <i><b>I need a helper</b></i>
8 9		Ss:	<i><b>Me, me, me</b></i> (Several students raise their hands, wanting to volunteer.)
10 11 12		T:	<i><b>Help us to take one card</b></i> , okay, ssh...and Sophia, please okay, could you take one? Okay. That's Monday. M. <i><b>On the bottom, thanks you</b></i> . Is it correct? Yes.
13		C:	Yes.
14		T:	Okay, very good, thank you. Okay, today is Monday.
15		C:	Today is Monday.
16 17		T:	And how about the weather? How about the weather? Is it cold, or is it hot? Hot or cold?
18		Ss:	Hot.
19		Ss:	Cold.
20 21		T:	Cold? Hot? Okay, (The teacher is pointing a student at the front.) Would you like to point to the one?

			Okay and <u>just stick on</u> .
22		<b>Ss:</b>	(talking nosily.)
23		<b>T:</b>	Okay, it is cold today. Everyone, it is cold.
24		<b>Ss:</b>	It is cold.
25		<b>T:</b>	Cold.
26		<b>C:</b>	Cold.
27		<b>T:</b>	It is cold today.
28		<b>C:</b>	It is cold today.
29		<b>T:</b>	Okay, very good. How about is it sunny, windy or
30			cloudy today? (The teacher is raising her hand.)
31		<b>S:</b>	Windy.
32		<b>T:</b>	Windy?
33		<b>S:</b>	Sunny.
34		<b>T:</b>	Sunny or windy? Okay, James okay, thank you.
35		<b>S (James):</b>	(The student is putting a card representing ‘windy’ into a chart on the board.)
36		<b>Ss:</b>	(Students are talking and teasing nosily, talking about the fact that James sounds like ‘jam’ in English.)
37		<b>T:</b>	Okay. Thank you, <i><b>Our</b></i> James <i>says</i> today is,
38			everyone, windy. It is cold and windy. Let’s <u>put together</u> . Today is Monday.
39		<b>C:</b>	Today is Monday.
40		<b>T:</b>	and, it is...cold and windy.
41		<b>Ss:</b>	It is cold and windy.
42		<b>T:</b>	Okay, one more time. Today is Monday.
43		<b>C:</b>	Today is Monday.
44		<b>T:</b>	It is cold and windy.
45		<b>C:</b>	It is cold and windy.
46	<b>2:15</b>	<b>T:</b>	Okay, very good, excellent. And remember, Last
47			time, <i><b>Probably last time?</b></i> <u>We learn</u> the body parts,
48			and <u>we learn</u> eight. One, two, three, four, five, six,
49			seven, eight. Okay. Do you remember <u>the number</u>

			<u>like</u> number one? Let's go, everyone, head.
50		C:	Head.
51		T:	Head.
52		C:	Head.
53		T:	Very good, can I use your fingers, okay, <b>go</b> , head. (The students all raise both hands.)
54		C:	Head. (The students touch their heads along with the teacher.)
55		T:	Okay, and the second one. We, oh, we don't have the
56			one here, right? Okay, shoulders.
57		C:	Shoulders (The students touch their shoulders along with the teacher.)
58		T:	Shoulders.
59		C:	Shoulders.
60		T:	Okay, very good. And what do we have? Okay. (The
61			teacher checks the body chart on the board.) Everyone, arms.
62		C:	Arms (The students touch their arms along with the teacher.)
63		T:	Arms.
64		C:	Arms.
65		T:	And hands.
66		C:	Hands. (The students show their hands along with the teacher.)
67		T:	Hands.
68		C:	Hands.
69		T:	And hands like here. (The teacher circles the hands
70			on the body chart on the board.) Okay, do you
71			remember? Look at your homework and see what do
72			you we have? <b>Let me see how many of you have not</b>
73			<b>finished your homework.</b> (The teacher raises her
74			hand to indicate that she wants a volunteer to answer the question.) Okay, Julie, would you like to stand

			up and point to your knees?
75		<b>S (Julie):</b>	(Julie stands up and touches her knees.)
76		<b>T:</b>	Very good. Everyone, knees.
77		<b>C:</b>	Knees.
78		<b>T:</b>	Knees.
79		<b>C:</b>	Knees.
80		<b>T:</b>	Knees are here. (The teacher is circling knees on the
81			body chart on the board.) Very good, and we need
82			oh, oh, three more. <i>Three more</i> , okay Stacy.
83		<b>S (Stacy):</b>	Legs.
84		<b>T:</b>	Very good, everyone, legs.
85		<b>C:</b>	Legs.
86		<b>T:</b>	Okay, legs, (The teacher is circling legs on the body
87			chart on the board.) And <u>let's who</u> , <u>let's who</u> , Taggie, yes.
88		<b>S (Taggie):</b>	Feet.
89		<b>T:</b>	Feet, very good. (The teacher is circling feet on the
90			body chart on the board.) And two more, one, two,
91			three, four, five, six, seven, one more, the last one. Who is the lucky one? <i>Try</i> (The teacher is pointing to a student.)
92		<b>S:</b>	Foot.
93		<b>T:</b>	Foot, okay, foot <i>and feet are the same, very good,</i>
94			<i>very good one, and two.</i> Okay, <i>you help us to say it</i>
95			<i>out loud</i> (Some students are laughing.) Yeh, Andy.
96		<b>S (Andy):</b>	Toes.
97	<b>4:05</b>	<b>T:</b>	Very good. (The teacher is circling the toes on the
98			chart.) Let me see your homework, <i>Let me see your</i>
99			<i>homework, all right</i> , Okay, see your homework,
100			okay. (The teaching walks around one group to
101			check their homework.) Would you like to show to our guest, <i>Let our guest show your homework okay.</i>

102		<b>C:</b>	(Some of the students show their homework – a drawing of a body with hands, feet, etc.)
103		<b>T:</b>	Most of you did a very good job. <i>And write very clearly, all of you are very good, very good. Some of our pupils forgot to bring their homework. Please bring it tomorrow. Don't forget to bring it,</i> okay. Okay, thank you.
104			
105			
106			
107	<b>4:42</b>	<b>T:</b>	Okay, and, now I would like you, ask you, follow me
108			<i>follow me</i> , everyone, head.
109		<b>C:</b>	Head.
110		<b>T:</b>	I have one head.
111		<b>C:</b>	I have one head.
112		<b>T:</b>	Okay, do you have? Are you sure?
113		<b>Ss:</b>	(The students laugh.)
114		<b>T:</b>	Okay, shoulders. (The teacher holds up two fingers.) I have....
115		<b>Ss:</b>	Two shoulders.
116		<b>T:</b>	I have two shoulders.
117		<b>C:</b>	I have two shoulders.
118		<b>T:</b>	Arms. I have...(The teacher is holds up two fingers.)
119		<b>C:</b>	Two arms.
120		<b>T:</b>	Very good. And then hands.
121		<b>C:</b>	Hands.
122		<b>T:</b>	I have.... (The teacher holds up two fingers.)
123		<b>C:</b>	I have two hands.
124		<b>T:</b>	Excellent, and <i>we do this frequently</i> (The teacher bends), legs.
125		<b>C:</b>	Legs.
126		<b>T:</b>	I have.... (The teacher holds up two fingers.)
127		<b>C:</b>	I have two legs.
128		<b>T:</b>	Very good, very good. Okay, and the one, the one
129			(The teacher touches her knees.) Everyone, knees.
130		<b>C:</b>	Knees.

131		<b>T:</b>	I have two knees.
132		<b>C:</b>	I have two knees.
133		<b>T:</b>	(The teacher points to her feet.)
134		<b>Ss:</b>	<b><i>Teacher you wear socks today.</i></b> (The students tease
135			the teacher, checking whether she is wearing socks or not.)
136		<b>T:</b>	I have, I have. Everyone, feet.
137		<b>C:</b>	Feet.
138		<b>T:</b>	These are my feet.
139		<b>C:</b>	These are my feet.
140		<b>T:</b>	<b><i>Try to point to your feet ! Try it.</i></b> These are my feet.
141		<b>C:</b>	These are my feet.
142		<b>T:</b>	And <b><i>stretch forward</i></b> , Okay, these are my toes.
143		<b>C:</b>	These are my toes.
144		<b>T:</b>	Okay, very good, and <b><i>You probably know those</i></b>
145			<b><i>eight</i></b> body parts <b><i>very well, and now I would like to</i></b>
146			<b><i>invite some of you come to the front and to point to</i></b>
			<b><i>the right body parts and read them.</i></b>
147		<b>Ss:</b>	<b><i>me, me</i></b> (Several students are raising their hands.)
148		<b>T:</b>	<b><i>Read, just read it. For example,</i></b> okay, okay, head,
149			okay, and hands, okay. Remember, <b><i>use your two</i></b>
150			<b><i>hands, let's try it</i></b> and <b><i>who has not been called?</i></b> Okay, please.
151		<b>S:</b>	(A student walks to the front of the class and points to an arm in the picture.)
152		<b>T:</b>	So, <b><i>we only have eight chances.</i></b> Very good,
153			everyone, arms. Turn around and <u>let others can</u> see you.
154		<b>C:</b>	Arms.
155		<b>T:</b>	Okay, very good. One more time, arms.
156		<b>S:</b>	Arms.
157		<b>T:</b>	Arms, thank you, very good. Lily, Lily, come. Very

			good.
158		<b>S (Lily):</b>	(Walks to the front of the class and points to the head on the chart.) Head.
159		<b>T:</b>	Okay, one more time. Very good. Head.
160		<b>C:</b>	Head.
161		<b>T:</b>	Let's repeat after her. <i>We will read after her.</i> One more time.
162		<b>S (Lily):</b>	Head.
163		<b>C:</b>	Head.
164		<b>T:</b>	Very good, thank you. And, Denise. Yes, Denise.
165		<b>S:</b>	(A student complains that he has had no chance to
166			answer the question.) <i>You don't call my name.</i>
167		<b>S (Denise):</b>	Toes.
168		<b>T:</b>	Toes.
169		<b>S (Denise):</b>	Toes.
170		<b>T:</b>	Okay, let's follow him. One, two , three, go.
171		<b>S (Denise):</b>	Toes.
172		<b>C:</b>	Toes.
173		<b>T:</b>	Very good, thank you. And Sandy, yes. Okay.
174		<b>S:</b>	(The student complains again that he has no chance
175			to answer the question.) <i>You don't call my name.</i>
176		<b>S:</b>	Shoulders.
177		<b>T:</b>	One more time, louder.
178		<b>C:</b>	Shoulders.
179		<b>T:</b>	Very good, thank you. And Louise. Okay, let's go.
180		<b>S:</b>	(He is complaining yet again that he has had no
181			chance to answer the question.) <i>You don't want to call me.</i>
182		<b>S (Louise):</b>	Foot.

183		<b>C:</b>	Foot
184		<b>T:</b>	Okay, very good, thank you. And Grace.
185		<b>S</b> <b>(Grace):</b>	Legs.
186		<b>T:</b>	Very good. One more time.
187		<b>C:</b>	Legs.
188		<b>T:</b>	Legs.
189		<b>C:</b>	Legs.
190		<b>T:</b>	Okay. And, so Peter.
191		<b>S (Peter):</b>	Knees.
192		<b>T:</b>	Very good. One two three, go.
193		<b>C:</b>	Knees.
194		<b>T:</b>	Knees, good. Thank you. Okay, and so.
195		<b>S:</b>	<i>No more.</i>
196	<b>8:24</b>	<b>T:</b>	No more? Excellent. Good, okay. Today we are
197			going to sing a song. <i>Sing a song which is familiar</i>
198			<i>to you.</i> Okay <i>and I am going to sing the melody</i>
199			<i>first, be patient.</i> (The teacher sings the song: <i>Head,</i>
200			<i>shoulders, knees and toes.</i> ) Okay, <i>All the boys and</i>
201			<i>girls should sing together. We are going to use the</i>
202	<i>eight</i> body parts <i>which we learned before, and</i>		
			<i>follow the order we are going to sing later on.</i>
			Everyone, head.
203		<b>C:</b>	Head.
204		<b>T:</b>	Shoulders.
205		<b>C:</b>	Shoulders.
206		<b>T:</b>	<i>We are going down to</i> knees.
207		<b>C:</b>	Knees.
208		<b>T:</b>	Toes.
209		<b>C:</b>	Toes.
210		<b>T:</b>	Okay, sorry, everyone, stand up, please. <i>Please</i>
211			<i>stand up and find a space for you to do the actions</i>
212			<i>in.</i> Okay, okay, let's try, everyone, head,

213		<b>C:</b>	Head.
214		<b>T:</b>	Shoulders.
215		<b>C:</b>	Shoulders.
216		<b>T:</b>	Knees.
217		<b>C:</b>	Knees.
218		<b>T:</b>	Toes
220		<b>C:</b>	Toes.
221		<b>T:</b>	<i>You must bend because even though I am</i>
222			<i>pregnant I can bend. Go.</i> Good, okay and one more time. Head.
223		<b>C:</b>	Head.
224		<b>T:</b>	Shoulders.
225		<b>C:</b>	Shoulders.
226		<b>T:</b>	Knees.
227		<b>C:</b>	Knees.
228		<b>T:</b>	Toes.
229		<b>C:</b>	Toes.
230		<b>T:</b>	<i>The following part is different from the part we</i>
231			<i>learned before.</i> Okay, <i>Please</i> stand up. Okay everyone, arms.
232		<b>C:</b>	Arms.
233		<b>T:</b>	Hands.
234		<b>C:</b>	Hands.
235		<b>T:</b>	Legs.
236		<b>C:</b>	Legs.
237		<b>T:</b>	Feet.
238		<b>C:</b>	Feet.
239		<b>T:</b>	Feet, <i>Feet are the parts you wear socks.</i> Good, go.
240			One more time. Arms.
241		<b>C:</b>	Arms.
242		<b>T:</b>	Hands.
243		<b>C:</b>	Hands.
245		<b>T:</b>	Legs.

246		<b>C:</b>	Legs.
247		<b>T:</b>	Feet.
248		<b>C:</b>	Feet.
249		<b>T:</b>	Okay, <i>you should know the song's melody. And</i>
250			<i>can we try to sing the song together?</i> (The teacher
251			plays the tape.) <i>Find a safe space.</i>
252		<b>C:</b>	(The students are talking noisily.)
253		<b>T:</b>	Okay, everyone, <i>don't hit your classmates. Okay,</i>
254			<i>all of you know the song very well. I will turn off</i>
255			<i>the music and you can try to sing by yourselves</i>
256			<i>without the music.</i> One, two, three go: Head,
			shoulder, knees, and toes, knees and toes....
257		<b>C:</b>	(The whole class is singing and doing the actions
			that accompany the words of the song.)
258		<b>T:</b>	Very good. <i>Everyone - go back to your seats and I</i>
259			<i>would like to invite three representatives of each</i>
260			<i>group to sing the song with the actions in front of</i>
			<i>the class.</i>
261		<b>Ss:</b>	<i>Me, me, me.</i>
262		<b>T:</b>	<i>Go back to your seats first.</i> Ok, one, and.
263		<b>S:</b>	<i>Teacher, I want to be one.</i>
264		<b>T:</b>	Yes. <i>He can be a representative of</i> group five. And
265			Ian <i>represents</i> group four, and Charlie, group three.
266			<i>You are so active. And next</i> and Janice <i>represents</i>
267			group two. How about group one? <i>Does anyone</i>
268			<i>from group one want to be the representative?</i>
269			<i>Anyone from group one want to be the</i>
270			<i>representative?</i> Okay, Julie, would you like to?
271			Good. <i>We will help them to sing together. Okay,</i>
			<i>those five are all at the front, aren't they? Okay, go.</i>
			Are you ready? Are you, Kate, Charlie, Ian, Janice,
			Julie, are you ready?
272		<b>Ss</b>	Yes.

273		<b>T:</b>	Okay, and, let's. <i>We are going to sing together. One two, three go.</i>
274		<b>C:</b>	(The whole class sings and does the accompanying body movements.)
275 276 277 278 279 280	<b>12:4 7</b>	<b>T:</b>	Excellent, very good, Excellent. <i>Please go back to your seats.</i> Thank you, very good, okay. <i>Now I would like to ask you to turn around to look towards the back of the classroom. You are going to do a small practice exercise. You are going to do a group competition and <u>rule</u> is very simple. The rules are very simple. If you can finish in three minutes, you pass.</i> And do you remember? Let me show you.
281		<b>S:</b>	<u>If finish</u> in three minutes, it counts to win.
282 283		<b>T:</b>	<i>When we were in the lesson about Christmas, we did a similar activity.</i>
284		<b>Ss:</b>	<i>Yes.</i> (The students are talking noisily and waiting for the teacher to finish preparing.)
285 286 287		<b>T:</b>	Sorry, <i>teachers</i> get focus. <i>Okay, because it moves a little bit.</i> Okay, and, <i>it will be the same, later you will get the same one as this one,</i> word research. <i>We did this kind of activity before.</i>
288		<b>S:</b>	Yes.
289 290		<b>T:</b>	And, <i>there are the same rules, but we are doing a group competition today. And look</i> (The teacher shows the word 'search' on a transparency.)
291		<b>S:</b>	<i>It is a lot.</i>
292 293 294		<b>T:</b>	I ask you to find one, two, three, four, five, six, seven, eight, <i>which we just learned those eight words. First I will give you two <u>bonus</u>, <u>bonus</u>, The first one,</i> head.
295		<b>Ss:</b>	Head.
296		<b>T:</b>	Head.

297		<b>Ss:</b>	Head.
298		<b>T:</b>	May I have the marker please? <i>Please pass the</i>
299			<i>Marker.</i> Thank you. Okay, see this one, h e a d,
300			head, okay. <u>This is bonus</u> for you. <i>The first one is a</i>
301			<i>bonus. The second one also is a bonus. Our legs, l e</i>
302			<i>g s, okay, it is not clear enough, so please</i> one more
303			time. Look here. <i>Our first word,</i> head, h e a d and
304			<i>the fifth one,</i> l e g s, okay, legs. <i>Now, I am going to</i>
305			<i>pass the work sheet. Please work with your</i> group.
306			<i>Work with your group. And the first coloured sheet</i>
			<i>is the one you are going to hand in as your group's</i>
			<i>final work. The black and white one belongs to you.</i>
307	<b>15:07</b>	<b>C:</b>	(The whole class is doing the word search noisily.)
308		<b>T:</b>	<i>After you find the words, you should report to your</i>
309			<i>group leader. The colour one is the one to hand in</i>
310			<i>to me. The black and white one is for you to work</i>
311			<i>on individually, okay. Thank you. Quickly, so it is</i>
312			<i>okay.</i> Never mind. Everyone, <u>work in group.</u> <i>Work</i>
313			<i>with your group. Work together with your group.</i>
314			<i>And come to your group leader. Group leader -</i>
315			<i>take the responsibility for writing the answers on</i>
316			<i>the coloured sheet.</i> Okay, you should <i>check what</i>
317			<i>words you should find. There are two bonus words,</i>
			head and legs. Group leaders, <i>the coloured one</i>
			<i>should be handed in to me.</i> Okay, my timer, my
			timer is going to start to count the time.
318		<b>Ss:</b>	<i>Find knees first. Find knees first. Knees is here.</i>
319			(The whole class is still doing the word search
			noisily and discussing the task in Chinese.)
320		<b>T:</b>	<b>T:</b> <i>Sorry.</i> Okay, everyone, timer, okay, three
321			minutes, <i>you will hear BeBeBe...</i> three minutes.
322		<b>Ss:</b>	<i>I have found it. I have found it.</i>

323		<b>T:</b>	<i>You must work cooperatively.</i>
324		<b>S:</b>	<i>I have found it. I have found it.</i>
325		<b>T:</b>	<i>Okay, you should hand in the coloured one.</i> Wow, 326 group one <i>has finished four</i> , four, <i>four words</i> . And 327 how about group four? Wow, and three minutes, yes. 328 <i>Do it together, find the first letter, and find the first letter.</i>
329		<b>S:</b>	<i>I've found the shoulder.</i> (Students are working 330 together enthusiastically in their groups.)
331		<b>T:</b>	Okay, Excellent. And, <i>You need to discuss what</i> 332 <i>other words you have not found yet.</i> Okay, good.
333		<b>S:</b>	<i>I have found it. I have found it.</i>
334		<b>T:</b>	Very good. (The teacher is walking around the 335 classroom.) <i>And work in your groups. You should</i> 336 <i>give the words you find to your group leader.</i> Okay, see.
337		<b>Ss:</b>	<i>We have finished. We have finished.</i>
338		<b>T:</b>	Excellent, excellent.
339		<b>Ss:</b>	<i>We are the first.</i>
340		<b>T:</b>	Okay, <i>I did say that if you finished in three</i> 341 <i>minutes, everyone would pass and everyone would</i> 342 <i>be very good.</i> And <u>we got</u> one minute. <i>You are all</i> 343 <i>very good.</i> You are super. <i>Super. I would like the</i> 344 <i>group leader to finish the coloured sheet and hand</i> 345 <i>in to me.</i> Okay, if you are finished, <i>the group leader</i> 346 <i>should hand in your coloured one, okay.</i> Come on, 347 okay, come on, okay, let's see, group four, and how about you? Group three, very good. group two? Where is my timer? One minute, one more minute left, <i>the last minute.</i>
348		<b>Ss:</b>	(Some students are trying to finish the black and white sheet.)
349		<b>T:</b>	<b>T:</b> Quickly, quickly. <i>The black and white one, you</i>

350			<i>can do it after class.</i> Quickly. Yes excellent. Okay,
351			<i>please hand in your coloured one.</i> So <u>we got thirty</u>
352			<u>seconds.</u> <i>We have thirty seconds. Let's count</i>
353			<i>together.</i> Thirty, twenty-nine, twenty-eight, twenty-seven, twenty-six, twenty-five, twenty-four, twenty-three, twenty-two, twenty-one.
354		<b>Ss:</b>	<i>Thirty, twenty-nine, twenty-eight, twenty-seven,</i>
355			<i>twenty-six, twenty-five, twenty-four, twenty-three, twenty-two, twenty-one.</i>
356		<b>T:</b>	Thank you, <i>one more group, and that's it.</i> Okay,
357			everyone, look at the board. <i>Look at the board,</i>
358			<i>okay.</i> Look at the board. So, all of you are finished.
359			<i>All groups have finished.</i> See this is for group one.
360			Keep <i>the black and white one in your bag. The</i>
361			<i>timer is buzzing and you have all finished.</i>
362			<u>Everyone are excellent.</u> <i>Look this is</i> for group one.
363			Okay, group one, group one, okay, this is for group one. Group two, three, four, and five, okay, so, <i>everyone should clap for you. You all finished in three minutes.</i>
364	<b>19:4</b>	<b>T:</b>	And now, <i>have you ever thought about it?</i> What can
365	<b>6</b>		we do, what can you do with our body parts? What
366			can we do with our body parts? Today, see. <i>It is a</i>
367			<i>habit that pupils look around in this classroom.</i>
368			See, okay, today <u>I bringing a what?</u> What's this? (The teacher holds up a big book of apes.)
369		<b>Ss:</b>	Chimpanzee.
370		<b>S:</b>	Monkey.
371		<b>T:</b>	Monkey, gorilla, okay, and what is this, this, this, this?
372		<b>Ss:</b>	A book.
373		<b>T:</b>	Very good, a book, a big book.
374		<b>C:</b>	A big book.

375		<b>T:</b>	It is a big book.
376		<b>C:</b>	It is a big book.
377		<b>T:</b>	Okay, <i>go</i> . <i>Think about eight actions. What can we use these eight body parts to do? Let's learn from those animals which show us how to use our body parts.</i> Okay, and number one, yes, head, about our head, okay, see, sorry, <i>let's do it this way</i> . Anyone can, okay, look at the girl, <i>look at the girl</i> , look at the girl, okay, try it, head.
378			
379			
380			
381			
382			
383		<b>C:</b>	Head.
384		<b>T:</b>	Turn her head.
385		<b>Ss:</b>	Turn her head.
386		<b>T:</b>	She can turn her head.
387		<b>C:</b>	She can turn her head.
388		<b>T:</b>	<i>What does she do with her head?</i>
389		<b>C:</b>	<i>Turn her head.</i>
390		<b>T:</b>	Okay, very good, everyone, turn my head.
391		<b>C:</b>	Turn my head.
392		<b>T:</b>	Turn my head. Louder.
393		<b>C:</b>	Turn my head
394		<b>T:</b>	One more, turn my head.
395		<b>C:</b>	Turn my head.
396		<b>T:</b>	Very good and see, how about shoulders, look at the girl, okay <i>look at the girl, okay</i> , shoulders.
397			
398		<b>C:</b>	Shoulders.
399		<b>T:</b>	Shoulders.
400		<b>S:</b>	Shoulders.
401		<b>T:</b>	Raise her shoulders.
402		<b>C:</b>	Raise her shoulders.
403		<b>T:</b>	Raise her shoulders
404		<b>C:</b>	Raise her shoulders.
405		<b>T:</b>	<i>She can raise her shoulders.</i> She can raise her shoulders.

406		<b>C:</b>	She can raise her shoulders.
407		<b>T:</b>	How about you? Can you?
408		<b>C:</b>	Yes.
409		<b>T:</b>	Very good, Ian, excellent. And
410		<b>S:</b>	<b><i>Pigeon.</i></b>
411		<b>T:</b>	Yes, (The teacher is demonstrating raising her
412			shoulders.) Raise her shoulders. Okay, say raise my
			shoulders.
413		<b>Ss:</b>	Raise my shoulders. Please do that actually. <b><i>Do the</i></b>
414			<b><i>action as you say the words.</i></b> Raise my shoulders.
415		<b>C:</b>	Raise my shoulders. (Students raise their shoulders.)
416		<b>T:</b>	Raise my shoulders.
417		<b>C:</b>	Raise my shoulders.
418		<b>T:</b>	Okay, good, everyone, arms.
419		<b>C:</b>	Arms
420		<b>T:</b>	Arms.
421		<b>C:</b>	Arms.
422		<b>T:</b>	This is a boy, okay. Wave his arms.
423		<b>C:</b>	Wave his arms.
424		<b>T:</b>	Wave his arms.
425		<b>C:</b>	Wave his arms.
426		<b>T:</b>	Okay, he can wave his arms. How about you, can
			you?
427		<b>Ss:</b>	Yes.
428		<b>T:</b>	Can you? <b><i>We need a volunteer to try.</i></b> Let's say,
429			Angel, Angel, would <u>you like try</u> (The teacher is
430			waving her arms.) <b><i>Don't be shy, it's okay,</i></b> Denis,
			Wave my arms.
431		<b>Ss:</b>	Wave my arms.
432		<b>T:</b>	Very good, wave my arms.
433		<b>C:</b>	Wave my arms.
434		<b>T:</b>	Excellent, wave my arms, okay. Then we have... we
435			do this a lot, <b><i>let's wave our arms.</i></b> Everyone, (The

			teacher is clapping her hands.)
436		<b>C:</b>	(Clapping their hands)
437		<b>T:</b>	Clap my hands.
438		<b>C:</b>	Clap my hands.
439		<b>T:</b>	Clap my hands.
440		<b>C:</b>	Clap my hands.
441		<b>T:</b>	I can clap my hands.
442		<b>C:</b>	I can clap my hands.
443		<b>T:</b>	Very good, <i>go, go, go those pupils.</i>
444		<b>Ss:</b>	I can clap my hands.
445		<b>T:</b>	Okay, group two. I can clap my hands.
446		<b>G:</b>	I can clap my hands.
447		<b>T:</b>	Very good. Group three. I can clap my hands.
448		<b>G:</b>	I can clap my hands.
449		<b>T:</b>	Very good and group 4, I can clap my hands.
450		<b>G:</b>	I can clap my hands.
451		<b>T:</b>	Group five, here. I <u>can clap my hand</u> .
452		<b>G:</b>	I can clap my hands.
453		<b>T:</b>	Excellent, one, two, three, go <u>I can clap my hand</u> .
454		<b>C:</b>	I can <u>clap my hand</u> .
455		<b>T:</b>	Very good. <i>And then</i> , and we have, yes that's for K, K for, knees.
456		<b>C:</b>	Knees.
457		<b>T:</b>	Everyone, bend my knees.
458		<b>C:</b>	Bend my knees.
459		<b>T:</b>	Okay, the girl, the girl can bend her knees. And I
460			can bend my knees. How about you? I can bend my
461			knees. How about you? How about you? Boys, like to try?
462		<b>S:</b>	<i>That's it.</i>
463		<b>T:</b>	Yes, very good. How about boys? <i>Does boy want to try?</i>
464		<b>S:</b>	<i>Boys should be punished to bend their knees.</i>

465		<b>T:</b>	<i>Punishment, it's not the same</i> , George, I can bend my knees.
466		<b>S(George)</b> :	(George is bending his knees.)
467		<b>T:</b>	Very good, thank you. And Andy, please.
468		<b>S (Andy):</b>	I can bend my knees.
469		<b>T:</b>	I can bend my knees. Very good, okay. Thank you.
470			Then we have, let's, okay. We <u>can do with our legs</u> .
471			<b>Our legs</b> , Ha, ha, ha, see, everyone, kick.
472		<b>C:</b>	Kick.
473		<b>T:</b>	Kick.
474		<b>C:</b>	Kick.
475		<b>T:</b>	Kick my legs.
476		<b>C:</b>	Kick my legs.
477		<b>T:</b>	Kick my legs. <i>It is not easy to kick my legs</i> , kick my legs.
478		<b>C:</b>	Kick my legs.
479		<b>T:</b>	Anyone wants to help me? <i>Can anyone help me?</i>
480			Kick my legs. Kick my legs. <i>Pretend you have a</i>
481			<i>target</i> . Or whatever. Kick, kick, <i>I know you</i> . Come
482			on. You are good at Kung-Fu. Kick my legs. <i>Don't</i>
483			<i>be shy, come on</i> , Denis. Kick. Thank you. And then,
			see, everyone can do this. Everyone, stand up. <u>You</u>
			<u>say stamp feet</u> , everyone.
485		<b>C:</b>	Stamp my feet. (Students are standing their feet.)
486		<b>T:</b>	Stamp my feet.
487		<b>C:</b>	Stamp my feet.
488		<b>T:</b>	Okay, very good. Okay, sit down. <i>The last one is</i>
489			<i>the very hard one. Let's try it</i> , my toes.
490		<b>C:</b>	My toes.
491		<b>T:</b>	Wiggle my toes.
492		<b>C:</b>	Wiggle my toes.
493		<b>T:</b>	<i>I only can do it this way</i> , wiggle my fingers, I

494			cannot wiggle my toes. Can you, yes, yes, yes, Andy.
495		<b>S (Andy):</b>	No. (The students are laughing and talking noisily.)
496	<b>26:3</b> <b>6</b>	<b>T:</b>	<b>Okay, okay, very good. And see now I would like to invite some pupils to show the actions. We are going to find some pupils to demonstrate the actions and you can have a clearer idea what those actions are. See. While we look at those demonstrations, we can do the actions at the same time.</b> Okay, okay, this is <b>Ching-Wei</b> okay, everyone, head. (The teacher demonstrates the action by putting up a transparency.)
497			
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501			
502		<b>C:</b>	Head.
503		<b>T:</b>	My head.
504		<b>C:</b>	My head.
505		<b>T:</b>	I can turn my head. <b>Please turn your head.</b>
506		<b>C:</b>	I can turn my head.
507		<b>T:</b>	I can turn my head. <b>It's not right.</b> It's different. <b>Go,</b> I can turn my head.
508			
509		<b>C:</b>	I can turn my head.
510		<b>T:</b>	Very good. <b>Let's see those very cute actions,</b> and see, <b>this photo</b> sorry; <b>I did not take a good photo.</b> Sorry, Andy, thank you. Everyone raise my shoulders
511			
512			
513			
514		<b>C:</b>	Raise my shoulders. . (Students are laughing about their classmates' demonstrations in the transparency.)
515		<b>T:</b>	I can raise my shoulders. Andy's friend, Steven, <b>not so lonely,</b> okay, everyone, Andy and Steven, good (Students are laughing and yelling.) Everyone, raise my shoulders.
516			
517			
518		<b>C:</b>	Raise my shoulders.
519		<b>T:</b>	Louder, raise my shoulders.
520		<b>C:</b>	Raise my shoulders.

521		T:	I can raise my shoulders.
522		C:	I can raise my shoulders.
523		T:	I can bend my knees.
524		S:	I can bend my knees.
525		T:	<b><i>The next ones are beautiful.</i></b> Okay, let's go, kick
526			my legs. (Students are laughing and teasing noisily.)
527		C:	Kick my legs.
528		T:	<b><i>Please speak louder.</i></b> Kick my legs.
529		C:	Kick my legs. (Students are yelling.)
530		T:	I can kick my legs.
531		C:	I can kick my legs.
532		T:	Okay, excellent. <b><i>I am stronger than you.</i></b> Wow, so
533			we have, <b><i>Sorry that some of you cannot be seen in</i></b>
534			<b><i>the photo.</i></b> See, kick my legs.
535		C:	Kick my legs.
536		T:	I can kick my legs.
537		C:	I can kick my legs.
538		T:	Okay, and last one, <b><i>the last on. Do you remember</i></b>
539			<b><i>what the last one is? Do you know the special</i></b>
			<b><i>action of Zou-Yin-Fu.</i></b>
540		Ss:	<b><i>Wizard</i></b> (Students are laughing and talking noisily.)
541		T:	<b><i>Go,</i></b> Okay, let's see. Okay, David <u>is only one can</u>
542			wiggle his toes. Okay, <b><i>only he can wiggle</i></b> his toes,
543			okay, <b><i>okay,</i></b> see, and last one, <b><i>At last, at last, we need</i></b>
544			<b><i>three volunteers to demonstrations. Let's try,</i></b>
545			<b><i>pretend</i></b> this is the floor (The teacher is slapping the
			table.) Okay, <b><i>go,</i></b> <u>stamp my feet</u> okay, <u>like elephant.</u>
			Stamp my feet.
546		C:	Stamp my feet.
547		T:	Stamp my feet. <b><i>It is just like an elephant.</i></b>
548		C:	Stamp my feet.
549		T:	Okay, very good, <b><i>I invited those pupils to</i></b>
550			<b><i>demonstrate those actions.</i></b> Okay, and are you happy

551			today. <i>Are you happy today?</i> Are you happy today?
552		<b>C:</b>	<i>Very happy.</i> (Students are talking noisily.)
553	<b>31: 27</b>	<b>T:</b>	<i>Singing will make you happier.</i> Okay. <i>When you are happy, you can do those actions. We are going to do the four easiest actions, the easiest ones. Let's try,</i> stamp my feet.
554			
555			
556		<b>S:</b>	Stamp my feet.
557		<b>T:</b>	Stamp my feet.
558		<b>S:</b>	Stamp my feet.
559		<b>T:</b>	Clap my hands.
560		<b>S:</b>	Clap my hands.
561		<b>T:</b>	Clap my hands.
562		<b>S:</b>	Clap my hands.
563		<b>T:</b>	<i>Is it easy?</i> Turn my head.
564		<b>C:</b>	Turn my head.
565		<b>T:</b>	Okay, the last one. Wave my arms.
566		<b>C:</b>	Wave my arms.
567		<b>T:</b>	Wave my arms.
568		<b>C:</b>	Wave my arms.
569	570	<b>T:</b>	Okay, <i>we will do these four actions one more time and sing the song.</i> One, two, three, go. Stamp my feet.
571		<b>C:</b>	Stamp my feet.
572		<b>T:</b>	Clap my hands.
573		<b>C:</b>	Clap my hands.
574		<b>T:</b>	Turn my head.
575		<b>C:</b>	Turn my head.
576		<b>T:</b>	Wave my arms.
577		<b>C:</b>	Wave my arms.
578		<b>T:</b>	<i>This is a familiar song to you.</i>
579		<b>Ss:</b>	(Students are trying to guess what song it might be.)
580	581	<b>T:</b>	<i>Another one. You are good today.</i> Ok, shi...(The teacher is preparing the tape.)

582		<b>Ss:</b>	(The students are talking noisily.)
583		<b>T:</b>	<u>If you happy</u> , step your feet, <b><i>Have you heard it before?</i></b>
584		<b>S:</b>	<b><i>If you are happy and learn the dogs' bark</i></b> , won, won, won, (One student is singing the same melody as the teacher's one.)
586		<b>T:</b>	Yeh, yeh, <b><i>it's the same</i></b> melody, <b><i>good</i></b> , good. <b><i>Let's try</i></b> , everyone listen, Shi, Everyone listen. <b><i>Listen</i></b> melody <b><i>first, let's listen to its melody and then do the four actions together. First</i></b> listen, <b><i>a part</i></b> . (The teacher is playing the tape.) You can follow. <b><i>And sing right away.</i></b>
591		<b>C:</b>	(The students are singing the song of "If you're happy" but students are unable to relate the words to the actions.)
593		<b>T:</b>	(The teacher stops playing the tape and asks the students to sing by themselves and review the actions again.) <b><i>We are very smart, so we don't need the music. We don't need music.</i></b> Everyone stand up, <b><i>stand up again, and find a safe space. Who knows what the next action is? Do you remember? Remember, Do you remember what the first action is? Okay, go</i></b> , everyone, stamp my feet.
599		<b>C:</b>	Stamp my feet. (The students all are standing up.)
600		<b>T:</b>	<b><i>This song helps people to be happy. So we use your instead of my.</i></b> Step your feet
602		<b>C:</b>	Stamp you feet.
603		<b>T:</b>	Stamp you feet.
604		<b>C:</b>	Stamp you feet.
605		<b>T:</b>	<b><i>And the second one is</i></b> clap your hands.
606		<b>C:</b>	Clap your hands.
607		<b>T:</b>	Clap your hands.
608		<b>C:</b>	Clap your hands.

609		<b>T:</b>	Clap your hands.
610		<b>C:</b>	Clap your hands.
611		<b>T:</b>	And <b><i>the third one is</i></b> turn your head.
612		<b>C:</b>	Turn your head.
613		<b>T:</b>	Turn your head.
614		<b>C:</b>	Turn your head.
615		<b>T:</b>	Okay, and the last one. <b><i>The last one</i></b> is er er er (The
616			teacher is demonstrating waving her arms.) Wave your arms.
617		<b>C:</b>	Wave your arms.
618		<b>T:</b>	Wave your arms.
619		<b>C:</b>	Wave your arms.
620		<b>T:</b>	<b><i>All together</i></b> , wave your arms.
621		<b>C:</b>	Wave your arms.
622		<b>T:</b>	Okay, <b><i>go</i></b> . One two three go “If you are happy...”.
623			Okay, your turn, <b><i>your turn, go</i></b> one, two, three, go.
624		<b>C:</b>	If you are happy..., (Most of the students are doing
625			the action but not singing.)
626		<b>T:</b>	Okay, the third one. <b><i>Who knows the third one,</i></b>
627			<b><i>m.m.m. Remember.</i></b> (The teacher is turning her head.)
628		<b>S:</b>	<b><i>I</i></b> , turn my head.
629		<b>T:</b>	Yeh, yeh, That’s your, that’s your, you are good at
630			this. <b><i>He is very good at this.</i></b> Everyone, <b><i>let’s try</i></b> , turn your head.
631		<b>Ss:</b>	Turn your head.
632		<b>T:</b>	Turn your head.
633		<b>Ss:</b>	Turn your head.
634		<b>T:</b>	Okay, let’s <b><i>finish this song</i></b> . If you are happy and
635			you know it, turn your head. If you are happy and
636			you know it, turn your head. If you are happy and
637			you know it <u>and you can really sure then</u> . If you are happy, and you know it turn your head. Okay.

638		C:	(Only a few students can sing the song and do the actions.)
639		T:	Okay, very good. Last one, wave your arms.
640		C:	Wave your arms.
641		T:	Wave your arms.
642		C:	Wave yours arms.
643		T:	<b><i>Let's continue singing this song.</i></b> If you are happy and you know it, wave your arms. If you are happy and you know it, wave your arms. If you are happy and you know it <u>and you can really sure</u> then if you are happy, and you know it, wave your arms,”
647		C:	(The students are singing and doing the actions with the teacher.)
648			
649	36:5	T:	Okay, very good, and <u>go back your seat</u> . Thank you.
650	0		<b><i>Please sit down. You are very good today, but you still have homework, homework, homework, okay, homework. You still have homework. Please look at homework for today and today is the 15<sup>th</sup> of December, isn't it? And this homework by Friday, by Friday, by Friday, I ask you. I would like to ask you to do one thing, see. We have learned several body parts and some actions with those body parts, okay. <u>Beside that one.</u> Besides that big book, this one is a similar one, okay. Please take a look, this girl.</i></b> It is dot.
651			
652			
653			
654			
655			
656			
657			
658		Ss:	It is dot.
659		T:	Dot has spots.
660		Ss:	Dot has spots.
661		T:	Dot has <b><i>lots of spots on her body. I ask you before Friday everyone - read this one. Read this book. In case some classmates are reading the big book, you have a small one to read at the back of the classroom. Ms. Yu-ching will help us to show the</i></b>
662			
663			
664			
665			

666			<i>book. Please read. It has pictures.</i> It's easy to read.
667			<i>It is easy to read, read, and then you have to do one</i>
668			<i>piece of homework, okay, and take a sheet, or paper,</i>
669			<i>prepare a paper to write down, okay? You may find</i>
			<i>more words than we have learned today, <u>what you</u></i>
			<i><u>will can</u>, face, or nose something like this.</i>
670		<b>S:</b>	Eyes.
671		<b>T:</b>	And so this is the homework for today. It's by
672			Friday, <i>by Friday. We will see each other on Friday</i>
673			<i>again.</i> Okay, everyone, you did a very good job.
	<b>37:5</b>		
	<b>8</b>		

### Transcript 3

I like \_\_\_\_\_. / I don't like \_\_\_\_\_.

**Class:** Grade 4

**Class time:** 40 minutes

**Student number:** 35

**Seating arrangements:** class in a U-shape, seats behind the desks, the teacher's desk at front of the classroom

Line	Time	Person	
1	0:40	T:	Good afternoon everybody.
2		C:	Good afternoon teacher.
3		T:	Today <u>we have some guests to be here</u> , so would
4			you please turn around and say hello to everybody.
5			Please turn around and say hello to everybody.
6		C:	Hello everybody.
7		Guests:	Hello
8	1:15	T:	Okay, please turn back; turn back, <u>besides</u> today I
9			want to meet two other people. Would you please
10			put away your book? Put away your book. I want
			you to meet two other people.
11		C:	(Students are putting their books in their bags.)
12		T:	Who is he? (The teacher is turning over a card on
			the board.)
13		C:	He is a man.
14		T:	He is a man. Yes, but what is his name? Who is he?
			Do you know?
15		Ss:	Mr. Brown
16		T:	Yes, he is Mr. Brown. He is Mr. Brown. Yes. And,
17			do you know what he sells?
18		S:	Hockey
19		T:	Right, Mr. Brown sells hockey.
20		S:	Hockey

21		<b>T:</b>	Yeh, okay, and now, look, who is she? Who is she?
22			(The teacher is turning over a card on the board.)
23		<b>S:</b>	She is she is a girl.
24		<b>S:</b>	She is grandmother.
25		<b>T:</b>	Grandmother? She is grandmother Joy. She is
26			grandmother Joy. What does <i>Grandmother Joy</i> sell?
27		<b>Ss:</b>	Wu-Long tea, happy tea.
28		<b>T:</b>	She sells tea. Hi, students, do you like coffee?
29		<b>Ss:</b>	Yes.
30		<b>Ss:</b>	No.
31		<b>T:</b>	Okay, some say yes, and some say no. Do you like tea?
32		<b>Ss:</b>	Yes.
33		<b>Ss:</b>	No.
34	3:08	<b>T:</b>	Yes, okay, <u>now a chant show you</u> . (The teacher
35			removes a poster from the board and shows the
36			chants on the board.) And look, what is this?
37		<b>Ss:</b>	Hello, English.
38		<b>T:</b>	Yes, what book is this?
39		<b>Ss:</b>	English book.
40		<b>T:</b>	English book, it's our English book. Okay, now,
41			look at the chants. (The teacher is helping the
42			students to read the chants on the board with realia: I like Tommy, I like tea, I like English, and English likes me.
43		<b>C:</b>	(The students read the chant with the teacher.)
44		<b>T:</b>	Students, do you like English? (The teacher presents the English textbook to the students.)
45		<b>C:</b>	Yes.
46		<b>T:</b>	I hope so you like English. English likes you, too.
47			Now, let's do the chants together. Okay, I read I like, you read the last part. I like (The teacher shows the realia.)

48		<b>C:</b>	Tommy
49		<b>T:</b>	I like (The teacher uses her finger to draw a heart in the air.)
50		<b>C:</b>	Tea
51		<b>T:</b>	I like
52		<b>C:</b>	English
53		<b>T:</b>	And English likes
54		<b>C:</b>	me
55		<b>T:</b>	Good, I hope you like English. Now, <i>let's move on our lesson.</i> (The teacher puts a chart on the board.)
56	<b>4:30</b>	<b>T:</b>	In lesson five, Nini is back from school, and she is talking to her mum. Where are Nini and her mum?
57			
58		<b>Ss:</b>	In the kitchen.
59		<b>T:</b>	In the kitchen. Yes. They are in the kitchen. And now do you still remember the dialogue between them? Nini opens the door and says (The teacher uses mime to illustrate the section in the dialogue.)
60			
61			
62		<b>Ss:</b>	Mum, <u>I come home.</u>
63		<b>T:</b>	Yes, and mum is
64		<b>C:</b>	Are you hungry?
65		<b>T:</b>	And Nini says?
66		<b>C:</b>	Yes, I am hungry.
67		<b>T:</b>	Yes, so now Nini is hungry. Let's go on lesson 6. And let's see how the story goes on. (The teacher puts a picture on the chart on the board.)
68			
69		<b>Ss:</b>	Do you like fried chicken?
70		<b>T:</b>	Now, Nini is in the kitchen, and now Nini is hungry. And what's this? Fried chicken. Mum makes some fried chicken. <b><i>Do you understand.</i></b> Mum says do you like
71			
72			
73		<b>C:</b>	fried chicken
74		<b>T:</b>	Fried chicken. And Nini <u>how to say.</u>
75		<b>C:</b>	Yes. I do.

76		<b>T:</b>	She has some fried chicken. Thanks mum. That's
77			the dialogue for today's lesson.
78	<b>6:00</b>	<b>T:</b>	Now let's listen to the dialogue. (The teacher plays
79			the tape and uses mine and pictures in an attempt to
80			demonstrate the meaning of the dialogue on Lesson
			six: <i>Do you like fried chicken?</i> )
81	<b>6:21</b>	<b>T:</b>	Okay, we are going to find someone to see if you . . .
82			Do you understand what's going on? (The teacher is
83			selecting a student.) Number twenty-six.
84		<b>S(No. 26):</b>	(stands up but doesn't know how to answer.)
85		<b>T:</b>	<i>What happened in the kitchen? Do you remember?</i>
86			<i>Nini was hungry. And then what happened in the</i>
			<i>kitchen?</i>
87		<b>S (No.26):</b>	(answers it in very low voice)
88		<b>T:</b>	<i>It's okay if you don't know the answer. Nini is</i>
89			<i>hungry, and then what does mum give to Nini?</i>
90		<b>S(No.26)::</b>	Chicken
91		<b>T:</b>	Chicken. <i>Do you like chicken?</i>
92		<b>S(No.26)::</b>	(No. 26 nods her head.)
93		<b>T:</b>	Yes. Okay, sit down please. Fried chicken.
94		<b>C:</b>	Fried chicken
95		<b>T:</b>	Shi, quiet, just listen. (The teacher puts a word card
96			on the board.) fried chicken.
97		<b>C:</b>	fried chicken
98		<b>T:</b>	And then (The teacher mimes – intending to
			demonstrate eating a burger.)
99		<b>C:</b>	hamburger
100		<b>T:</b>	hamburgers
101		<b>C:</b>	hamburgers
102		<b>T:</b>	hamburgers
103		<b>C:</b>	hamburgers
104		<b>T:</b>	And. (The teacher mimes eating noodles.)
105		<b>C:</b>	noodle

106		<b>T:</b>	Yes, noodles
107		<b>C:</b>	noodles
108		<b>T:</b>	And then, how about (The teacher mimes eating rice.)
109		<b>C:</b>	rice
110		<b>T:</b>	rice
111		<b>C:</b>	rice
112		<b>T:</b>	pizza
113		<b>C:</b>	pizza
114		<b>T:</b>	pizza
115		<b>C:</b>	pizza
116		<b>T:</b>	fried chicken. (The teacher writes No. 1 on fried chicken.) One
117		<b>C:</b>	fried chicken
118		<b>T:</b>	hamburgers. Two. (The teacher writes No. 2 on fried chicken.)
119		<b>C:</b>	hamburgers
120		<b>T:</b>	noodles. Three (The teacher writes No. 3 on fried chicken.)
121		<b>C:</b>	noodles
122		<b>T:</b>	rice. Four (The teacher writes No. 4 on fried chicken.)
123		<b>C:</b>	rice
124		<b>T:</b>	pizza. Five. (The teacher writes No. 5 on fried chicken.)
125		<b>C:</b>	pizza
126		<b>T:</b>	Hamburgers yes or no? (The teacher uses her fingers
127			to show the number that matches the hamburgers.)
128		<b>C:</b>	no, yes
129		<b>T:</b>	So, now please listen and use your fingers, use your
130			fingers to show me the right number one two three
131			four five. Okay, now everybody raise your hand, raise your hand, raise your hand. How about pizza?

132		<b>C:</b>	(The students show five fingers.)
133		<b>T:</b>	noodles
134		<b>C:</b>	(The students show three fingers.)
135		<b>T:</b>	fried chicken
136		<b>C:</b>	(The students show one finger.)
137		<b>T:</b>	fried chicken, noodles
138		<b>C:</b>	(The students show three fingers.)
139		<b>T:</b>	(The teacher is checking the students' fingers.) hamburgers
140		<b>C:</b>	(The students show one finger.)
141		<b>T:</b>	pizza
142		<b>C:</b>	(The students show five fingers.)
143		<b>T:</b>	rice
144		<b>C:</b>	(The students show four fingers.)
145		<b>T:</b>	yes, noodle
146		<b>C:</b>	(The students show three fingers.)
147		<b>T:</b>	And pizza
148		<b>C:</b>	(The students show five fingers.)
149		<b>T:</b>	rice, rice
150		<b>C:</b>	(The students show four fingers.)
151		<b>T:</b>	Okay, now put down your hands. And now let's
152			have a competition between boys and girls.
153		<b>S:</b>	Yes
154		<b>T:</b>	number three
155		<b>S:</b>	Ssh
156		<b>T:</b>	And the girl, you come here. Put your hands on your
157			head. Listen, hamburgers.
158		<b>Ss:</b>	(Two students show the number reluctantly.)
159		<b>T:</b>	Okay, the boy <u>is</u> a better. Hamburger. How about pizza?
160		<b>Ss:</b>	(Two students show the number reluctantly.)
161		<b>T:</b>	The girl is better. Fried chicken. The girl is better.
162			Fried chicken, noodles, noodles, The girl is faster, <u>so</u>

163			<u>girl is</u> the winner. The girl gets one point. One more
164			group, number 25 and your pair come together. (The
165			two students are walking to the front.) Now put your
			hands on your head. Listen. Hamburgers.
166		<b>Ss:</b>	(The boy can not figure out the number to match
			hamburgers.)
167		<b>T:</b>	Hamburgers, hamburgers. The girl is better, fried
168			chicken, yes, you are right. But the girl is better.
169			Fried chicken (The teacher shows two fingers.) And
			then, pizza. And how about rice? Rice?
170		<b>Ss:</b>	(The two students are getting better at showing the
			matching number.)
171		<b>T:</b>	Okay, that's all. It's the winner.
172		<b>Ss:</b>	(The girls are very happy to win the game.)
173		<b>T:</b>	Now please read it after me. Okay, fried chicken.
174		<b>C:</b>	fried chicken.
175		<b>T:</b>	fried chicken
176		<b>C:</b>	fried chicken
177		<b>T:</b>	hamburgers
178		<b>C:</b>	hamburgers
179		<b>T:</b>	hamburgers
180		<b>C:</b>	hamburgers
181		<b>T:</b>	noodles
182		<b>C:</b>	noodles
183		<b>T:</b>	noodles
184		<b>C:</b>	noodles
185		<b>T:</b>	rice
186		<b>C:</b>	rice
187		<b>T:</b>	rice
188		<b>C:</b>	rice
189		<b>T:</b>	pizza
190		<b>C:</b>	pizza
191		<b>T:</b>	pizza

192		<b>C:</b>	pizza
193		<b>T:</b>	Okay, now, please look at my mouth and say what I am saying. (The teacher is trying to demonstrate the pronunciation of the words in relation to the shape she makes with her mouth.) hamburgers
194			
195			
196		<b>C:</b>	hamburgers
197		<b>T:</b>	rice
198		<b>C:</b>	rice
199		<b>T:</b>	pizza
200		<b>C:</b>	pizza
201		<b>T:</b>	rice
202		<b>C:</b>	pizza
203		<b>T:</b>	noodle
204		<b>C:</b>	noodle
205		<b>T:</b>	pizza
206		<b>C:</b>	pizza
207		<b>T:</b>	fried chicken
208		<b>C:</b>	fried chicken
209		<b>T:</b>	noodles
210		<b>C:</b>	noodles
211		<b>T:</b>	fried chicken
212		<b>C:</b>	fried chicken
213		<b>T:</b>	rice
214		<b>C:</b>	rice
215		<b>T:</b>	pizza
216		<b>C:</b>	pizza
217		<b>T:</b>	Okay (The teacher is pointing to the each card on the board in turn.)
218		<b>C:</b>	fried chicken, hamburgers, noodles, rice, pizza, noodles, fried chicken, rice, hamburgers, pizza.
219			
220	13:51	<b>T:</b>	Good. Now let's move on to the sentences. (The teacher is pointing to the sentence on the board: <i>I like pizza.</i> )
221			

222		<b>C:</b>	I like pizza.
223		<b>T:</b>	Wait. (The teacher shows a heart shape to mean
224			'like' and uses the heart shape to point to different food cards.)
225		<b>C:</b>	I like pizza.
226		<b>T:</b>	How about noodles?
227		<b>C:</b>	I like noodles.
228		<b>T:</b>	fried chicken
229		<b>C:</b>	I like fried chicken.
230		<b>T:</b>	How about rice?
231		<b>C:</b>	I like rice.
232		<b>T:</b>	Hamburgers?
233		<b>C:</b>	I like hamburgers.
234		<b>T:</b>	I like hamburgers.
235		<b>C:</b>	I like hamburgers.
236		<b>T:</b>	pizza
237		<b>C:</b>	I like pizza.
238		<b>T:</b>	But, someone says no, I don't like pizza. (The
239			teacher points to the sentence: <i>I don't like pizza</i> on the board and uses a cross to indicate negative..)
240		<b>C:</b>	I don't like pizza.
241		<b>T:</b>	Don't (The teacher points to the cross.)
242		<b>C:</b>	don't
243		<b>T:</b>	I don't like pizza.
244		<b>C:</b>	I don't like pizza.
245		<b>T:</b>	How about fried chicken?
246		<b>C:</b>	I don't like fried chicken.
247		<b>T:</b>	Rice.
248		<b>C:</b>	I don't like rice.
249		<b>T:</b>	hamburgers
250		<b>C:</b>	I don't like hamburgers.
251		<b>T:</b>	noodles
252		<b>C:</b>	I don't like noodles.

253		<b>T:</b>	pizza
254		<b>C:</b>	I don't like pizza.
255		<b>T:</b>	Ok, good, and now I'm going to ask you some questions. (The teacher puts cards with questions such as <i>Do you like pizza?</i> on the board.)
256			
257		<b>C:</b>	Do you like pizza?
258		<b>T:</b>	It's the question for you. Do you like pizza? (The teacher points to the heart shape to indicate <i>like</i> .) Do you like pizza?
259			
260		<b>C:</b>	Yes, I do.
260		<b>T:</b>	Yes, I do. (The teacher puts word cards with <i>Yes, I do</i> and <i>No, I don't</i> on the board.) Some say yes I do. But <u>many some</u> say, no, I don't.
262			
263			
264		<b>C:</b>	No, I don't.
265		<b>T:</b>	No, I don't. I am going to guess what you like. (The teacher shows student 26 the number cards.) Number five means
266			
267		<b>C:</b>	pizza
268		<b>T:</b>	Number three is
269		<b>C:</b>	noodle
270		<b>T:</b>	Noodle. So students, you all know the answer. Do you like fried chicken? (The teacher holds up number card 1.)
271			
272		<b>C:</b>	Yes, I do.
273		<b>T:</b>	Oh, really, I don't know that. Okay, one more time. (The teacher shuffles the number cards.)
274			One, number one
275		<b>T:</b>	the same, the same
276			yes
277		<b>T:</b>	Don't tell me. Don't tell me, okay. Don't tell me the answer. I am going to guess. I don't like. (The teacher shows number card 1.) Do you like pizza?
278			
279			
280		<b>C:</b>	No, I don't.

281		<b>T:</b>	Do you like hamburgers?
282		<b>C:</b>	No, I don't.
283		<b>T:</b>	Do you like fried chicken?
284		<b>C:</b>	Yes, I do.
285		<b>T:</b>	All are number one. Ok, one more time. (The
286			teacher shuffles the number cards.) Hope it's not
287			number one again. (The teacher holds up card 4.) Do
			you like hamburgers?
288		<b>C:</b>	No, I don't.
289		<b>T:</b>	Do you like fried chicken?
290		<b>C:</b>	No, I don't
291		<b>T:</b>	Do you like pizza?
292		<b>C:</b>	No, I don't.
293		<b>T:</b>	Do you like noodles?
294		<b>C:</b>	No, I don't.
295		<b>T:</b>	Do you like rice?
296		<b>C:</b>	Yes, I do.
297		<b>T:</b>	Okay, now it's your turn to ask what I like, your turn
298			to ask what I like. Okay, number thirty-four. (The
			teacher selects student 34.)
299		<b>C:</b>	no
300		<b>T:</b>	thirty-two
301		<b>C:</b>	no
302		<b>T:</b>	No - thirty-two. Number twenty-three, yes, please
			come here.
303		<b>S (No. 23):</b>	(Student, No. 23, goes to the front of the
			classroom.)
304		<b>T:</b>	You have four chances. <i>You have four chances.</i>
305			You point and everybody read together. And the
			answer is (The teacher is holding up the answer
			number.)
306		<b>S(No. 23):</b>	(Student, No. 23 points to noodles)
307		<b>C:</b>	Do you like noodles?

308		<b>T:</b>	No, I don't.
309		<b>S(No. 23):</b>	(Student No. 23 points to pizza)
310		<b>C:</b>	Do you like pizza?
311		<b>T:</b>	No, I don't.
312		<b>S(No. 23):</b>	(Student No, 23 points to rice.)
313		<b>C:</b>	Do you like rice?
314		<b>T:</b>	No, I don't. The last chance.
315		<b>S(No. 23):</b>	(Student No. 23 points to fried chicken)
316		<b>T:</b>	No, I don't. The answer is I like hamburgers, so
317			sorry. Now, let's do it more. Number 10, boy right?
318		<b>S(No. 10):</b>	(Student, No. 10, goes to the front of the classroom.)
319		<b>T:</b>	Wait a moment, go (The teacher is picking up the answer number.)
320		<b>S(No. 10):</b>	(Student, No, 10, points to rice.)
321		<b>C:</b>	Do you like rice?
322		<b>T:</b>	Yes, I do.
323		<b>C:</b>	(The students are laughing and yelling.)
324		<b>S:</b>	<i><b>You are good and cool.</b></i>
325		<b>T:</b>	The boys get four points. Okay, let's play one more
326			time. Number 4, okay, <u>this turn is boy.</u> <u>Next turn will girls.</u> Wait a moment, go (The teacher is picking the answer number.)
327		<b>S (No. 4):</b>	(Student, No. 4, goes to the front of the classroom and points to hamburgers)
328		<b>C:</b>	Do you like hamburgers?
329		<b>T:</b>	No, I don't.
330		<b>S (No. 4):</b>	(Student, No 4 points to rice.)
331		<b>C:</b>	Do you like rice?
332		<b>T:</b>	No, I don't.
333		<b>S (No. 4):</b>	(Student No 10 points to noodles)
334		<b>C:</b>	Do you like noodles?
335		<b>T:</b>	Yes, I do.
336		<b>Ss:</b>	Wow, Yes.

337		<b>T:</b>	The answer is number three, right. So boys got two
338			points. Now it is girls' turn. Number twenty- two.
339		<b>Ss:</b>	<i>go, go, go</i>
340		<b>S (No.22):</b>	(Student, No.22 goes to the front of the classroom.)
341		<b>T:</b>	Go (The teacher selects an answer number.)
342		<b>S:</b>	(Student No. 22 points to fried chicken)
343		<b>C:</b>	Do you like fried chicken?
344		<b>T:</b>	Yes, I do.
345		<b>Ss:</b>	Wow. (Clapping their hands.)
346		<b>T:</b>	(The teacher is pointing to answer number one.) The
347			girls get four points.
348	<b>22:26</b>	<b>T:</b>	Okay, let's play a matching game. For example, the
349			competition is between girls and boys, like this. I
350			give everybody a card. Look at my, I like
351		<b>C:</b>	noodles
352		<b>T:</b>	now try to find someone
353		<b>S:</b>	(A student is making a noise and the teacher stops
354			and stares at him.)
355		<b>T:</b>	Who likes noodles? For example, do you like
			noodles? (The teacher is demonstrating how to ask
			the questions.)
356		<b>S:</b>	Yes, I do.
357		<b>T:</b>	Wow, so I like noodles and she likes noodles. So we
358			are good friends. We are a pair, so we stand together
359			and sit down. (The teacher invites a student to the
360			front to demonstrate.) I <u>like noodle</u> and <u>she like</u>
361			noodles, too. So we are a pair, stay together and sit
			down. Okay, understand? <i>So what are you going to</i>
			<i>find?</i>
362		<b>C:</b>	<i>the same answer</i>
363		<b>T:</b>	Give me the card. (The teacher is collecting the
364			cards.) It's the turn for girls, okay? I will give each
			group thirty seconds. <i>30 seconds,</i>

365		<b>Ss:</b>	<b>30 seconds</b>
366		<b>T:</b>	<b><i>That's right, thirty seconds.</i></b> Girls come to the
367			middle, girl, and now please be quiet and don't talk
368			about it. Don't talk. No, no, no, don't talk (The
			teacher is giving the cards to each of the girls.)
369		<b>Ss:</b>	(The girls are holding their cards in their hands.)
370		<b>T:</b>	Wait a minute. <b><i>What should you do after you find</i></b>
			<b><i>your partner?</i></b>
371		<b>Ss:</b>	Bend our knees.
372		<b>T:</b>	<b><i>Can you talk to each other to check each other's</i></b>
373			<b><i>answers?</i></b> No Chinese, only English, okay. Now one,
			two, three go.
374		<b>Ss:</b>	(The students are yelling and asking each other the
			answer in Chinese.)
375		<b>T:</b>	(The teacher is counting the time and checking
			students' work.)
376		<b>Ss:</b>	( Three students cannot find their partners.)
377		<b>T:</b>	Let me see your card. She likes fried chicken, and
378			she likes hamburgers. And she likes hamburgers. So
379			you are the pairs. <b><i>You miss one point and go back</i></b>
380			<b><i>to your seat.</i></b> Show me your card. (The teacher is
381			checking students' cards and counting the number
382			pairs they have.) 1, 2, 3, 4, 5, 6, 6 pairs, so you got
			six points. Now please return your card. The boys.
383		<b>Ss:</b>	(The boys come to the middle of the classroom and
			stand on the line.)
384		<b>T:</b>	(The teacher is giving cards to each of them.) Don't
			talk.
385		<b>S:</b>	Don't talk. (The boys are holding their cards in their
			hands.)
386		<b>T:</b>	One, two, three go.
387		<b>Ss:</b>	(The students are yelling and asking each other the
			answer.)

388		<b>T:</b>	(The teacher is counting the time and checking
389			students' work.) Time is up, time is up, time is up.
390			Let me see. Stand up. Okay, he likes rice. How
391			about you? <u>You likes</u> hamburgers. And he likes fried
392			chicken. And he likes fried chicken. So boys, it
393			means boys got one more point. It's okay. Go back.
394			Show me your cards. One, two, three, four, five, six,
395			the same. Just give me your card. So boys got six
			points. One, two, three, four, five, six. Oh, you are
			even. You are even.
396		<b>S:</b>	Yes.
397	<b>30:30</b>	<b>T:</b>	Okay, let's open your book to page 23, page 23,
398			page 23, page 23. Now let's listen to the dialogue.
399			Just listen and point to the bottom, <i>point to the</i>
			<i>words</i> . (The teacher is playing the tape.)
400		<b>C:</b>	(The students are listening to the dialogue.)
401		<b>T:</b>	Now this time listen and repeat.
402		Tape:	Do you like fried chicken?
403		<b>C:</b>	Do you like fried chicken?
404		Tape:	Tape: Yes, I do.
405		<b>C:</b>	Yes, I do.
406		Tape:	Tape: Thanks mum
407		<b>C:</b>	Thanks mum.
408	31:26	<b>T:</b>	Okay, now look at the bottom parts. Look at the
409			bottom parts. (The teacher is playing the part of the
			tape that includes vocabulary and phrases.)
410		<b>C:</b>	The students are listening to the dialogue.)
411		<b>T:</b>	So, thanks means
412		<b>Ss:</b>	thank you
413		<b>T:</b>	Thank you. Thanks mum or
414		<b>Ss:</b>	Thank you mum
415		<b>T:</b>	Thank you mum. <i>Good</i> . Now students are Nini. So
416			do you like fried chicken?

417		C:	Yes, I do. Thanks mum/ teacher.
418		T:	Now I am mum, not a teacher. Now let's <u>turn the</u>
419			<u>order</u> . You are mum, I am Nini.
420		C:	Do you like fried chicken?
421		T:	Yes, I do. Thanks mum. Now let's move on next
422			page. Move on to next page. (The teacher plays the next part of the tape.)
423		C:	(The students are listening to the dialogue.)
424		T:	Okay, this time listen and repeat.
425		Tape:	Do you like pizza?
426		C:	Do you like pizza?
427		Tape:	Tape: Yes, I do.
428		C:	Yes, I do.
429		Tape:	Tape: I like pizza.
430		C:	I like pizza.
431		Tape:	Tape: No, I don't.
432		C:	No, I don't.
433		Tape:	Tape: I don't like pizza.
434		C:	I don't like pizza.
435		T:	Okay, and now look at the bottom at page 24, here
436			you can see <u>what is this?</u>
437		C:	hamburgers
438		T:	next one
439		C:	pizza
440		T:	next one
441		C:	noodles
442		T:	next one
443		C:	rice
444		T:	and
445		C:	fried chicken
446	34:13	T:	fried chicken. Okay, now <u>let me tell something</u>
447			about your homework today. Your homework, <b><i>your</i></b>
448			<b><i>homework</i></b> . <u>You have to</u> talking the sentence, do you

			like
449		<b>Ss:</b>	pizza
450		<b>T:</b>	<i>Yes, but you have to use the other five items to replace 'pizza'. The first sentence is ' Do you like...?'</i>
451			
452		<b>Ss:</b>	hamburgers
453		<b>T:</b>	<i>What is the second sentence you should write?</i>
454		<b>Ss:</b>	Do you like pizza?
455		<b>T:</b>	<i>That's right, how many sentences should you write?</i>
456		<b>C:</b>	<i>five sentences</i>
457		<b>T:</b>	<i>How many times should you write each sentence?</i>
458		<b>C:</b>	<i>one</i>
459		<b>T:</b>	<i>First, you should write the five sentences for your homework. But you should double space the five questions. And you can choose your own answer. For example, do you like hamburgers? You can answer yes, I do. Or no, I don't. Just answer in simple sentences. You decide on your answer. This is your homework. Next time I will test you on this homework, which will be worth 50% of 100 points. So you must do the homework and write one sentence on one line. That's the end of the class. That's all for today. Let's turn around to say goodbye to our guests, okay, good bye.</i>
460			
461			
462			
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467			

## Transcript 4

**What colour is it?/ It's ----**

**Class:** Grade 3

**Class time:** 40 minutes

**Student number:** 35

**Seats arrangement:** class arranged in groups of six, spaced around the classroom

Line	Time	Person	
1	(0:00)	T:	I'm going to tell you a story. What's a story? (The teacher puts an elephant picture on the board.)
2		Ss:	elephant
3		T:	This story is <u>about elephant</u> . Very good, elephant.
4			Are you <u>a elephant</u> ?
5		C:	No.
6		T:	You are
7		C:	student
8		T:	boys and
9		C:	girls
10		T:	Today we have a big elephant (The teacher uses
11			body language to indicate the meaning of 'big'), elephant and a small (The teacher puts a mouse picture on the board.)
12		Ss:	small mouse
13		T:	small mouse?
14		Ss:	small mouse
15		T:	Okay, this mouse is red, red.
16		Ss:	red
17		T:	Red, okay. Red is blind, what is blind?
18		C:	(quiet)
19		T:	Cannot see, cannot see. What's blind in Chinese? Anybody help?

20		<b>S:</b>	(raising hand.)
21		<b>T:</b>	Jessie, stand up, tell everybody, what is blind in Chinese.
22		<b>S(Jessie):</b>	<i>blind</i>
23		<b>T:</b>	Okay, understand? Cannot see, oh, no, okay, one
24			day, sit down, thank you very much. One day
25			mouse, ouch, <u>bound into an elephant and say</u> what is it?
26		<b>Ss:</b>	It's an elephant
27		<b>T:</b>	You know, but the mouse doesn't know. He cannot
28			see, Red, I don't know, oh, oh, okay, and second one, yellow (The teacher puts a yellow mouse picture on the board.)
29		<b>C:</b>	yellow
30		<b>T:</b>	yellow
31		<b>C:</b>	yellow
32		<b>T:</b>	Yellow mouse say let me try, <i>let me try, bon</i> . Oh,
33			oh, yellow cannot see. What is it?
34		<b>C:</b>	It's an elephant.
35		<b>T:</b>	It's an elephant, but Yellow say I don't know.
36			Everybody say, I don't know.
37		<b>C:</b>	I don't know.
38		<b>T:</b>	Oh, oh, the third mouse, green, green okay.
39			Everybody, green (The teacher pits a green mouse picture on the board.)
40		<b>C:</b>	green
41		<b>T:</b>	Green says, let me try.
42		<b>Ss:</b>	Let me try.
43		<b>T:</b>	Let me try, <i>Don, Don, Don, Bon</i> , what is it?
44		<b>C:</b>	It's an elephant.
45		<b>T:</b>	but Green says
46		<b>C:</b>	I don't know.
47		<b>T:</b>	I don't know. Oh, oh, one more, and then Blue

			(The teacher puts a blue mouse picture on the board.)
48		<b>Ss:</b>	blue
49		<b>T:</b>	Blue says let me try. Okay, one two three four five
50			six seven eight nine ten <b>Bon</b> , what is it?
51		<b>C:</b>	It's an elephant.
52		<b>T:</b>	but Blue says
53		<b>C:</b>	I don't know.
54		<b>T:</b>	What is it? I don't know. And then Orange, Orange
55			says (The teacher puts an orange mouse picture on
56			the board.) let me try,. Okay, one two three four
57			five six seven eight nine ten <b>Bon</b> , what is it?
58		<b>C:</b>	It's an elephant.
59		<b>T:</b>	but Orange says
60		<b>C:</b>	I don't know.
61		<b>T:</b>	Oh, no, too bad. One more. Purple (The teacher
			puts a purple mouse picture on the board.)
62		<b>Ss:</b>	purple
63		<b>T:</b>	Purple says, I am good, let me try. Okay, okay, one
64			two three four five six seven <b>Bon</b> , oh, oh, smell
65		<b>Ss:</b>	(The students are laughing.)
66		<b>T:</b>	Okay, what is it?
67		<b>C:</b>	It's an elephant.
68		<b>T:</b>	but Purple says
69		<b>C:</b>	I don't know.
70		<b>T:</b>	Too bad. Look, Red, I don't know.
71		<b>C:</b>	I don't know.
72		<b>T:</b>	Yellow
73		<b>C:</b>	I don't know.
74		<b>T:</b>	Green
75		<b>C:</b>	I don't know.
76		<b>T:</b>	Blue
77		<b>C:</b>	Blue, I don't know.

78		<b>T:</b>	Orange
79		<b>C:</b>	Orange, I don't know.
80		<b>T:</b>	Purple
81		<b>C:</b>	Purple, I don't know.
82		<b>T:</b>	What is it?
83		<b>C:</b>	It's an elephant.
84		<b>T:</b>	but they say I don't know. Black (The teacher puts
85			a black mouse picture on the board.). Black
86		<b>Ss:</b>	black
87		<b>T:</b>	<u>Black like your hair</u> , Black says, <u>I am good</u> , let me
88			try. Okay, so one two three four five six seven
89			<b>Bon</b> , oh, oh, What is it? What is it? What is it?
90			What is it? What is it? What is it? What is it? Oh, it's an elephant, right?
91		<b>C:</b>	Yes,
92		<b>T:</b>	Yes, so Black says it's an elephant. Everybody
93			says very good, it's an elephant. So black, everybody say black
94		<b>Ss:</b>	black
95		<b>T:</b>	Black is <u>good</u> , right? Black (The teacher is pointing to the different coloured mice.)
96		<b>C:</b>	black
97		<b>T:</b>	purple
98		<b>C:</b>	purple
99		<b>T:</b>	orange
100		<b>C:</b>	orange
101		<b>T:</b>	blue
102		<b>C:</b>	blue
103		<b>T:</b>	green
104		<b>C:</b>	green
105		<b>T:</b>	yellow
106		<b>C:</b>	yellow
107		<b>T:</b>	red

108		<b>C:</b>	red
109	<b>(3:34)</b>	<b>T:</b>	So, in the story, look, do we have purple in the story? (The teacher holds up different coloured cards.)
110		<b>Ss:</b>	yes
111		<b>T:</b>	Do we have purple?
112		<b>Ss:</b>	yes
113		<b>T:</b>	We have purple. Do we have red in the story?
114		<b>Ss:</b>	yes
115		<b>T:</b>	Oh, very good. Do we have, do we have white in our story?
116		<b>C:</b>	no
117		<b>T:</b>	No, okay, good bye (The teacher takes the white
118			card away). Do we have pink in our story?
119		<b>C:</b>	no
120		<b>T:</b>	no, okay, so
121		<b>C:</b>	good bye
122		<b>T:</b>	Do we have yellow in our story?
123		<b>C:</b>	yes
124		<b>T:</b>	Do we have this in our story? (The teacher holds up an orange card.)
125		<b>C:</b>	yes
126		<b>T:</b>	What is it?
127		<b>C:</b>	orange
128		<b>T:</b>	Oh, it's orange. Do we have this?
129		<b>C:</b>	yes
130		<b>T:</b>	What colour is it?
131		<b>C:</b>	black
132		<b>T:</b>	black or block
133		<b>C:</b>	black
134		<b>T:</b>	/æ/, everybody say /æ/
135		<b>C:</b>	/æ/
136		<b>T:</b>	black

137		<b>C:</b>	black
138		<b>T:</b>	black
139		<b>C:</b>	black, black, black
140		<b>T:</b>	Very good. Do we have this in our story?
141		<b>C:</b>	yes
142		<b>T:</b>	It's
143		<b>C:</b>	blue, blue, blue
144		<b>T:</b>	(The teacher holds up an orange card.)
145		<b>C:</b>	orange
146		<b>T:</b>	Very good. Last one. Do we have this in our story?
147		<b>C:</b>	yes
148		<b>T:</b>	What colour is it?
149		<b>C:</b>	It's a green
150		<b>T:</b>	green
151		<b>C:</b>	green
152		<b>T:</b>	green
153		<b>C:</b>	green
154		<b>T:</b>	/g/ /g/ /g/, what sound does it make? /g/ /g/ /g/
155			green, g, g, g /g/ /g/ /g/, very good Gloria, g, g, g,
156			/g/, /g/ /g/ /g/ Gloria, all right, so very good.
157	<b>(4:41)</b>	<b>T:</b>	Now, let's see. (The teacher holds up the word
158			cards.) We have red right, so r e d, red (spelling the word). Where? Here (The teacher is matching the word with the different coloured mouse.)
159		<b>C:</b>	no
160		<b>T:</b>	(The teacher is matching the red card with the red mouse.)
161		<b>C:</b>	yes
162		<b>T:</b>	Oh, so, what colour is it?
163		<b>C:</b>	It's a red.
164		<b>T:</b>	Don't say it's a red. Say it's red.
165		<b>C:</b>	It's red.
166		<b>T:</b>	It's red

167		<b>C:</b>	It's red.
168		<b>T:</b>	Okay, so (The teacher points to the word 'yellow'.)
169		<b>C:</b>	yellow
170		<b>T:</b>	/y/ /y/ yellow, here (The teacher is matching the
171			word with the different coloured mouse.)
172		<b>C:</b>	no
173		<b>T:</b>	(The teacher is matching the yellow card with the yellow mouse.)
174		<b>C:</b>	yes
175		<b>T:</b>	What colour is it?
176		<b>C:</b>	It's a yellow.
177		<b>T:</b>	No a. It's yellow.
178		<b>C:</b>	It's yellow.
179		<b>T:</b>	It's yellow.
180		<b>C:</b>	It's yellow.
181		<b>T:</b>	And this colour is ?
182		<b>C:</b>	green
183		<b>T:</b>	Okay, green, here (The teacher is matching the word with the appropriately coloured mouse.)
184		<b>C:</b>	no
185		<b>T:</b>	here (The teacher is matching the green card with the green mouse)
186		<b>C:</b>	yes
187		<b>T:</b>	Excellent, and then tell what colour is it?
188		<b>C:</b>	blue
189		<b>T:</b>	blue. Here. (The teacher is matching the blue card with the blue mouse.)
190		<b>C:</b>	yes
191		<b>T:</b>	Okay, very good, and then what colour is it?
192		<b>C:</b>	orange
193		<b>T:</b>	Orange, <u>who wear orange?</u> <u>Who wear orange?</u>
194			Nobody, no orange?
195		<b>Ss:</b>	no

196		<b>T:</b>	So orange, here.
197		<b>C:</b>	yes
198		<b>T:</b>	So orange and (The teacher is pointing to the word of purple.)
199		<b>C:</b>	purple
200		<b>T:</b>	/p/ /p/
201		<b>C:</b>	/p/ /p/
202		<b>T:</b>	/p/ /p/
203		<b>C:</b>	/p/ /p/
204		<b>T:</b>	Purple, good, here, right (The teacher is matching the purple card with the purple mouse.)
205		<b>C:</b>	yes
206		<b>T:</b>	And black /b/ /b/
207		<b>C:</b>	/b/ /b/
208		<b>T:</b>	Here, okay.
209	<b>(5:42)</b>	<b>T:</b>	Now, let's have an activity. Okay, may I use your table? And then, yes. (The teacher is moving two desks.) One table, <u>two table</u>
210			
211		<b>Ss:</b>	<u>two table</u>
212		<b>T:</b>	What colour is it? (The teacher is pointing to a green desk.)
213		<b>C:</b>	green
214		<b>T:</b>	Green, good. So, What colour is it? (The teacher holds up a purple card.)
215		<b>C:</b>	purple
216		<b>T:</b>	What colour is it? (The teacher holds up a red card.)
217		<b>C:</b>	red
218		<b>T:</b>	What colour is it? (The teacher holds up a yellow card.)
219		<b>C:</b>	yellow
220		<b>T:</b>	So we have
221		<b>C:</b>	purple, red

222		<b>T:</b>	and
223		<b>C:</b>	yellow
224		<b>T:</b>	How many colours?
225		<b>C:</b>	three
226		<b>T:</b>	How about, here, what is it?
227		<b>C:</b>	red
228		<b>T:</b>	What colour is it?
229		<b>C:</b>	purple
230		<b>T:</b>	purple
231		<b>C:</b>	purple
232		<b>T:</b>	And we have one more. What colour is it?
233		<b>C:</b>	yellow
234		<b>T:</b>	Very good. Red
235		<b>C:</b>	purple and yellow
236		<b>T:</b>	Okay, now, I need someone who can help me, who
237			can help me. Say me, please
238		<b>Ss:</b>	me, me
239		<b>T:</b>	Mmm, Jasmine, can you try, thank you. Hands
240			down. Remember <u>we play</u> nose, nose, ear, ear, ear,
240			chin, chin, chin, ear, ear, ear, nose. Okay, now <u>we</u>
242			<u>play</u> this. Stand here (The teacher is helping
243			Jasmine to find right place to stand.) Okay, and
			everybody say what colour is it?
244		<b>C:</b>	What colour is it?
245		<b>T:</b>	Okay, paper, <u>scissor</u> , stone
246		<b>C:</b>	paper, <u>scissor</u> , stone, paper, <u>scissor</u> , stone, paper,
			<u>scissor</u> , stone
247		<b>T:</b>	Ah, you win. Pick a colour, pick a colour
248		<b>S</b> <b>(Jasmine):</b>	yellow
249		<b>T:</b>	Yellow? Say to everybody, you say yellow.
250		<b>S</b> <b>(Jasmine):</b>	yellow, yellow, yellow, red

251		<b>T:</b>	(The teacher is pointing to the red card), red, I am bad. <u>And she winner.</u>
252		<b>Ss:</b>	(The students are laughing.)
253		<b>T:</b>	One more time, okay. Paper, scissor, stone. What colour is it?
254		<b>C:</b>	What colour is it?
255		<b>S</b> <b>(Jasmine):</b>	It's purple.
256		<b>T:</b>	purple, purple, purple
257		<b>S</b> <b>(Jasmine):</b>	yellow
258		<b>T:</b>	(The teacher is picking up the red card.), red, red, yellow
259		<b>S</b> <b>(Jasmine):</b>	(Jasmine is picking up the red card.) red, red, purple
		<b>T:</b>	(The teacher is picking up the purple card.)
260		<b>C:</b>	(The students are laughing.)
261		<b>T:</b>	So <u>Jasmine winner.</u> Understand? Okay Jasmine,
262			thank you. Who wants to try?
263		<b>Ss:</b>	(Some students are raising their hands.)
264		<b>T:</b>	Cindy, one more try, then we go ABCDEF. Okay, two teams, okay.
265		<b>S (Cindy):</b>	(Cindy goes to the front of the classroom.)
266		<b>T:</b>	paper <u>scissor</u> stone
267		<b>S (Cindy):</b>	Win
268		<b>T:</b>	You win again. Everybody, what colour is it?
269		<b>C:</b>	What colour is it?
270		<b>T:</b>	What colour?
271		<b>S (Cindy):</b>	purple
272		<b>T:</b>	Purple. Ready, look at everybody, <u>look at.</u> Okay, ready
273		<b>S (Cindy):</b>	purple
274		<b>T:</b>	No, no, no. You show everybody purple, okay.

			Ready
275		<b>S (Cindy):</b>	yellow
276		<b>T:</b>	Red, red, red, purple
277		<b>S (Cindy):</b>	(picking the purple colour)
278		<b>C:</b>	(laughing)
279		<b>T:</b>	Understand?
280		<b>C:</b>	Yes
281		<b>T:</b>	Thank you, Cindy. <u>Now, no red</u> . What colour is it?
282		<b>C:</b>	red
283		<b>T:</b>	Its red, <u>no red</u> , too easy, too easy. What colour is it?
284		<b>C:</b>	green
285		<b>T:</b>	green
286		<b>C:</b>	green
287		<b>T:</b>	green
288		<b>C:</b>	green
289		<b>T:</b>	We have green here and green here. We have (The teacher is checking the colours again.)
290		<b>C:</b>	green
291		<b>T:</b>	We have
292		<b>C:</b>	purple
293		<b>T:</b>	We have
294		<b>C:</b>	yellow
295		<b>T:</b>	Good. We have ABCDEF, so here is A, B, C, D, E,
296			F (The teacher is separating the groups.) So, where is A?
297		<b>Ss:</b>	(The students in Line A raise their hands.)
298		<b>T:</b>	Where is B
299		<b>Ss:</b>	(The students in Line B raise their hands.)
300		<b>T:</b>	D, D, D
301		<b>Ss:</b>	(The students in Line D raise their hands.)
302		<b>T:</b>	F
303		<b>Ss:</b>	(The students in Line F raise their hands.)

304		<b>T:</b>	C
305		<b>Ss:</b>	(The students in Line C raise their hands.)
306		<b>T:</b>	E
		<b>Ss:</b>	(The students in Line E raise their hands.)
307		<b>T:</b>	Very good. So we have A and B okay. Teddy is not
308			here, so <u>how you two</u> , Teddy and...Tony. You
309			here, you here. You two paper <u>scissor</u> stone, paper
310		<b>C:</b>	Paper <u>scissor</u> stone
311		<b>T:</b>	Okay, you win. Everybody, what colour is it?
312		<b>C:</b>	What colour is it?
313		<b>T:</b>	Yellow, start from yellow.
314		<b>S</b> <b>(Teddy):</b>	yellow, yellow, purple
315		<b>S (Tony):</b>	green, green, purple
316		<b>S</b> <b>(Teddy):</b>	yellow, yellow, green
317		<b>S (Tony):</b>	(Tony is picking up the green card.)
318		<b>C:</b>	(The students are laughing.)
319		<b>T:</b>	It's okay, it's okay. What colour is it?
320		<b>C:</b>	It's <u>a green</u> .
321		<b>T:</b>	It's green.
322		<b>C:</b>	It's green.
323		<b>T:</b>	Very good, so you can have <u>a apple</u> . Go stick, you
324			are A. Right, okay, thank you. Two more, C and D.
325			So we don't want yellow, yellow is too easy.
326		<b>Ss:</b>	blue
327		<b>T:</b>	blue. Okay, paper <u>scissor</u> stone
328		<b>C:</b>	Paper <u>scissor</u> stone
329		<b>T:</b>	Okay, everybody. What colour is it?
330		<b>C:</b>	What colour is it?
331		<b>S:</b>	Blue, blue (The student is hesitating over the choice of a colour.)
332		<b>S:</b>	purple purple blue

333		<b>S:</b>	green green (The is hesitating over the choice of a colour.)
334		<b>T:</b>	green green
335		<b>S:</b>	blue
336		<b>T:</b>	You cannot see each other (The teacher moves the
337			desk.). One more time, quickly.
338		<b>S:</b>	purple purple blue
339		<b>T:</b>	Oh, too slow, <i>too slow</i> , quickly, okay, green, green
340		<b>S:</b>	green green (The student is hesitating over the choice of a colour.)
341		<b>T:</b>	green green, purple
342		<b>S:</b>	green green blue
343		<b>T:</b>	What colour is it? (The teacher is holding up the purple card.)
344		<b>C:</b>	It's a <u>purple</u> / blue.
345		<b>T:</b>	What colour is it? (The teacher is holding up the blue card.)
346		<b>C:</b>	It's a <u>blue</u> .
347		<b>T:</b>	No it's a. It's blue
348		<b>C:</b>	It's blue.
349		<b>T:</b>	What colour is it?
350		<b>C:</b>	It's a <u>green</u> .
351		<b>T:</b>	It's
352		<b>C:</b>	green
353		<b>T:</b>	It's
354		<b>C:</b>	green
355		<b>T:</b>	Good, and now what. Thank you, you can have a
356			sticker. How about, what colour is it?
357		<b>C:</b>	orange
358		<b>T:</b>	What colour is it?
359		<b>C:</b>	black
360		<b>T:</b>	Black. And then how about one more colour? How
361			about yellow? One more time.

362		<b>Ss:</b>	Yes
363		<b>T:</b>	E and F, quick, hurry up, go, go, go. Everybody, what colour is it?
364		<b>C:</b>	What colour is it?
365		<b>T:</b>	One more time, ready, what colour is it?
366		<b>C:</b>	What colour is it?
367		<b>T:</b>	yellow, ready
368		<b>S:</b>	Yellow, yellow, green (A student is picking up the orange card.)
369		<b>C:</b>	(The students are laughing.)
370		<b>T:</b>	Its okay, its okay. Everybody, what colour is it? (The teacher is holding up the orange card.)
371		<b>C:</b>	orange
372		<b>T:</b>	What colour is it?
373		<b>Ss:</b>	yellow
374		<b>T:</b>	What colour is it? It's (The teacher is holding up the black card.)
375		<b>C:</b>	blue/black
376		<b>T:</b>	black
377		<b>C:</b>	black
378 379		<b>T:</b>	Thank you. And Alex, come here. Wow, apple, very good, right? It's very good. One more time. What colour is it?
380		<b>C:</b>	<u>It's a yellow.</u>
381		<b>T:</b>	It's a, no it's yellow.
382		<b>C:</b>	It's yellow
383		<b>T:</b>	What colour is it? It's
384		<b>C:</b>	black
385	<b>(13:15)</b>	<b>T:</b>	What colour is it? (The teacher posts the sentence <i>What colour is it?</i> on the board.)
386		<b>C:</b>	What colour is it?
387		<b>T:</b>	What colour is it?
388		<b>C:</b>	What colour is it?

389		<b>T:</b>	It's (The teacher is posting the sentence frame <i>It's _____</i> on the board)
390		<b>Ss:</b>	blue
391		<b>T:</b>	Look here, look here. What colour is it?
392		<b>C:</b>	What colour is it?
393		<b>T:</b>	What colour is it? (The teacher is pointing to the word card <i>yellow</i> on the board.)
394		<b>C:</b>	It's <u>a yellow</u> . /It's yellow.
395		<b>T:</b>	What colour is it? (The teacher is pointing to the word card <i>purple</i> on the board.)
396		<b>C:</b>	It's <u>a purple</u> . / It's purple.
397		<b>T:</b>	What colour is it? (The teacher is pointing to the word card <i>black</i> on the board.)
398		<b>C:</b>	It's <u>a black</u> .
399		<b>T:</b>	It's black.
400		<b>C:</b>	It's black.
401		<b>T:</b>	black
402		<b>C:</b>	black
403		<b>T:</b>	/a/
404		<b>C:</b>	/a/
405		<b>T:</b>	What colour is it? (The teacher is pointing to the word card <i>green</i> on the board.)
406		<b>C:</b>	It's <u>a green</u> .
407		<b>T:</b>	No, it's a, no a, It's green.
408		<b>C:</b>	It's green.
409		<b>T:</b>	Excellent, what colour is it? (The teacher is clapping her hands)
410		<b>C:</b>	It's yellow.
411		<b>T:</b>	Excellent, very good, now let's try. <u>Back the table</u> .
412			Thank you. <u>Back the table</u> , thank you. Now I want
413			number two, okay, so. Cindy and who is he?
414		<b>Ss:</b>	John
415		<b>T:</b>	Okay, John and Cindy stand up. Everybody say

			what colour is it?
416		<b>C:</b>	What colour is it?
417		<b>T:</b>	Yellow. And find where is yellow. (The teacher is pointing to one yellow hat on one of the student's desks.)
418		<b>S:</b>	<i>Here, here.</i>
419		<b>T:</b>	It's yellow. It's yellow. I think it's like orange, right.
420		<b>Ss:</b>	(The students are laughing.)
421		<b>T:</b>	Orange or yellow? Orange, okay. Do you understand? Two times. Ready, everybody, ready?
422			Go.
423		<b>C:</b>	What colour is it? What colour is it?
424		<b>T:</b>	Mmm, green.
425		<b>Ss(Cindy and John):</b>	(Cindy and John cannot follow and so remain quiet.)
426		<b>T:</b>	It's green. It's green. Okay, one to zero. <i>One to zero.</i> Okay, everybody. (The teacher is clapping her hands.)
427			
428		<b>C:</b>	What colour is it?
429		<b>T:</b>	orange
430		<b>S (Cindy):</b>	It's orange.
431		<b>S (John):</b>	(John remains silent.)
432		<b>T:</b>	Two zero. Cindy, come here. How about this time, banana? Okay, here?
433			
434		<b>Ss:</b>	(Laughing)
435		<b>T:</b>	<u>Just hard, hard.</u>
436		<b>S (Cindy):</b>	(Cindy goes to the front and gets the banana sticker and puts it on the chart)
437		<b>T:</b>	Okay, next one, number two C and D stand up. Go, go, go, say
438		<b>Ss:</b>	go, go, go

439		<b>T:</b>	Okay, who is he? (The teacher is pointing to the boy who is standing.)
440		<b>Ss:</b>	Max
441		<b>T:</b>	He is Max. So say Max go, go, go.
442		<b>Ss:</b>	Max Max go go go
443		<b>T:</b>	Ruby Ruby go go go
444		<b>C:</b>	Ruby Ruby go go go
445		<b>T:</b>	Ok, everybody, say what colour is it?
446		<b>C:</b>	What colour is it?
447		<b>T:</b>	What colour is it?
448		<b>C:</b>	What colour is it?
449		<b>T:</b>	What colour is it?
450		<b>C:</b>	What colour is it?
451		<b>T:</b>	purple, purple
452		<b>Ss(Max and Ruby):</b>	(Max and Ruby are pointing to a purple card, but only Ruby says <i>It's purple.</i> )
453		<b>T:</b>	Oh, <u>Ruby right.</u> One to zero, <i>one to zero.</i>
454			Everybody, one more time.
455		<b>Ss:</b>	One more time.
456		<b>T:</b>	What colour is it?
457		<b>C:</b>	What colour is it?
458		<b>T:</b>	blue
459		<b>Ss(Max and Ruby):</b>	(Max and Ruby are pointing to a blue card.)
460		<b>T:</b>	Two to one. Ruby come here. Banana, okay.
461		<b>S (Ruby):</b>	(Ruby goes to the front and gets the banana sticker and puts it on the chart.)
462		<b>T:</b>	What colour is it?
463		<b>S (Ruby):</b>	It's yellow.
464		<b>T:</b>	It's yellow. Good. Oh, no crayon, oh, oh, no
465			crayons, oh the colours, <i>no crayons.</i> Look, look,

466			okay, no crayons. Everybody, what colour is it?
467		<b>C:</b>	What colour is it?
468		<b>T:</b>	What colour is it?
469		<b>C:</b>	What colour is it?
470		<b>T:</b>	Green. It's green, William. One to zero.
471			Everybody, one more time. Everybody say one more time.
472		<b>C:</b>	one more time
473		<b>T:</b>	What colour is it?
474		<b>C:</b>	What colour is it?
475		<b>T:</b>	What colour is it?
476		<b>C:</b>	What colour is it?
477		<b>T:</b>	black, black, black
478		<b>S</b> <b>(William):</b>	(William is pointing to his hair.)
479		<b>C:</b>	(The students are laughing.)
480		<b>T:</b>	One more time. Everybody, what colour is it?
481		<b>C:</b>	What colour is it?
482		<b>T:</b>	What colour is it?
483		<b>C:</b>	What colour is it?
484		<b>T:</b>	Blue, it's blue. Good. William, come here.
485			William, Banana? What colour is it?
486		<b>S</b> <b>(William):</b>	banana
487		<b>T:</b>	Yes, banana. <u>What colour is banana?</u> What colour? What colour?
488		<b>S</b> <b>(William):</b>	yellow
489		<b>T:</b>	Okay, very good. Very good.
490	<b>(17:04)</b>	<b>T:</b>	Now, let's do it one more time. Everybody, what colour is it? (The teacher is pointing to the word cards on the board)
491			
492		<b>C:</b>	What colour is it?

493		<b>T:</b>	It's
494		<b>C:</b>	It's red.
495		<b>T:</b>	What colour is it?
496		<b>C:</b>	It's <u>a yellow</u> . /It's yellow.
497		<b>T:</b>	It's yellow.
498		<b>C:</b>	It's yellow.
499		<b>T:</b>	What colour is it?
500		<b>C:</b>	It's <u>a green</u> ./It's green
501		<b>T:</b>	What colour is it?
502		<b>C:</b>	It's blue. /It's <u>a blue</u> .
503		<b>T:</b>	Listen, listen to them. Okay, listen to them. What
504			colour is it? (The teacher is pointing to the orange card.)
505		<b>Ss:</b>	It's <u>a green</u> ./It's green
506		<b>T:</b>	Oh, it's orange. It's orange. Everybody say it's orange.
507		<b>C:</b>	It's orange.
508		<b>T:</b>	Say it's
509		<b>C:</b>	it's
510		<b>T:</b>	it's
511		<b>C:</b>	it's
512		<b>T:</b>	it's
513		<b>C:</b>	it's
514		<b>T:</b>	One more time. What colour is it?
515		<b>C:</b>	It's <u>a purple</u> . / It's purple.
516		<b>T:</b>	It's purple.
517		<b>C:</b>	It's purple.
518		<b>T:</b>	What colour is it?
519		<b>C:</b>	It's <u>a black</u> . /It's black.
520		<b>T:</b>	It's black. Okay, now let's play bingo. I will show
521			you that. Can you say goodbye to elephant. (The teacher is taking the elephant from the board.)
522		<b>C:</b>	Good-bye, elephant.

523		<b>T:</b>	What <u>colour is elephant</u> ?
524		<b>Ss:</b>	Grey
525		<b>T:</b>	Grey, <b>grey</b> , grey okay. What colour is this paper? (The teacher holds up the bingo chart)
526		<b>C:</b>	yellow
527		<b>T:</b>	Yellow or orange?
528		<b>C:</b>	yellow
529		<b>T:</b>	It's yellow. Okay. Bingo
530		<b>S:</b>	bingo game
531		<b>T:</b>	So everybody you will get.... Where is my paper?
532			Paper here. Everybody will get a <u>piece a paper</u> .
533			You write down your name. Do you know the name?
534		<b>C:</b>	Yes.
535		<b>T:</b>	My name is Gloria? What's your name? (The teacher is pointing to a student.)
536		<b>S:</b>	Tim
537		<b>T:</b>	Tim, okay, Tim. What's the number, number? Tom
538			is number one. Who is number two? Tagi. Number 3
539		<b>S:</b>	Vicky
540		<b>T:</b>	So <u>you know number</u> ?
541		<b>S:</b>	yeh
542		<b>T:</b>	Everybody take one pencil, one pencil. You know
543			pencil? Pencil. Okay, <u>pass down paper</u> . Name (The
544			teacher is writing 'name' on the board.) Your
545			name. You know your name? Your name, okay.
546			And number (The teacher is writing 'number' on
547			the board.), n-u-m-b-e-r. Number one two three four five. Okay, ready, is everybody ready? <u>Are you finish</u> ? Say finish
548		<b>Ss:</b>	finish
549		<b>T:</b>	Finish, good. So in the bingo, do you see a star? A

			star.
550		<b>Ss:</b>	yes
551		<b>T:</b>	Right, it's yellow,. So everybody colour yellow
552		<b>S:</b>	yellow
553		<b>T:</b>	Yellow, star yellow. May I speak Chinese? May I speak Chinese?
554		<b>Ss:</b>	yes
555		<b>T:</b>	What colour of <i>the star in the middle of the paper?</i>
556		<b>Ss:</b>	yellow
557		<b>T:</b>	Yellow, okay. <b>Yellow</b> , 5, 4, 3, 2, 1, 0, okay <u>finish</u> , <u>finish</u> ?
558		<b>S:</b>	<u>finish</u>
559		<b>T:</b>	Now number one, colour red. You can colour red
560			here, here, here, anywhere (The teacher is pointing
561			to the blanks on the bingo chart.) <b>Wherever you like you like</b> . One time, red, everybody red, okay?
562		<b>S:</b>	okay
563		<b>T:</b>	Finish, finish, <b>finish</b> . Number two, number two,
564			red. Let me check. Henry, quickly red. Number
565			two green, green, green, 5,4,3,2,1, 0, you say <u>finish</u> , <u>finish</u>
566		<b>Ss:</b>	okay
567		<b>T:</b>	Orange, orange, orange, <u>finish</u> ?
568		<b>Ss:</b>	Okay
569		<b>T:</b>	Good, good, good. Okay, next one, black, black,
570			black, black like hair, black, 5,4,3,2,1, 0. Okay,
571			next one purple, purple, purple. Do you know
572			purple? Purple here, purple, purple. Do you know
573			purple? Which one is purple? Is this purple? (The teacher is pointing to the orange card.)
574		<b>C:</b>	no
575		<b>T:</b>	Is this purple?

576		<b>C:</b>	yes
577		<b>T:</b>	Okay, quickly, 5,4,3,2,1,0
578		<b>Ss:</b>	okay
579		<b>T:</b>	Okay, next one
580		<b>S:</b>	Gloria
281		<b>T:</b>	Yes, <u>I'm not finish</u> , I'm not ready. Okay, next one,
282			next one blue, blue, blue, blue, blue. Ready, next one red, one more, red.
283		<b>S:</b>	two red
584		<b>T:</b>	Yes, two red, very smart. One more, red, red, red.
585			Ready, one more, right, yellow, yellow. <u>Finish?</u>
586			Yellow, yellow, one more red, ten more seconds 1,
587			2, 3, 4, 5, 6, 7, 8, 9, 10, red, red, red, here okay. Number one, what colour is it?
588		<b>C:</b>	What colour is it?
589		<b>T:</b>	What colour is it?
590		<b>C:</b>	What colour is it?
591		<b>T:</b>	Purple, purple, then, you circle purple. You know
592			circle? Circle, <i>circle</i> , purple, purple circle, if you have <u>two line</u> , <u>you winner</u> , okay
593		<b>S:</b>	okay
594		<b>T:</b>	Everybody, one more time, what colour is it?
595		<b>C:</b>	What colour is it?
596		<b>T:</b>	What colour is it?
597		<b>C:</b>	What colour is it?
598		<b>T:</b>	Circle purple. Too slow. Number two, green,
599			green, green, green, green (The teacher is pointing to the green word card.) Next one, red, red, red,
600			what colour is red? (The teacher is pointing to the cards on the board.) Quickly, quickly, come on,
601			choose one, <i>and choose one red</i> . Anybody bingo?
602		<b>Ss:</b>	no
603		<b>T:</b>	Next one yellow.

604		<b>S:</b>	<i>teacher, teacher</i>
605		<b>T:</b>	Yellow, yellow, one bingo, <u>two bingo</u> , <u>two bingo</u> ,
606			yellow, yellow. Everybody say what colour is it?
607		<b>C:</b>	What colour is it?
608		<b>T:</b>	black, black
609		<b>Ss:</b>	Yeh, yeh, <i>two lines, two lines</i>
610		<b>T:</b>	Oh, say two bingo
611		<b>Ss:</b>	Two bingo
612		<b>T:</b>	<u>Two bingo</u> . Who has two bingo? Raise your hand.
613			Who has two <u>bingo</u> ? Oh, so many, <i>you can only</i>
614			<i>circle one yellow</i> . Two bingo? (The teacher is
615			giving students stickers.) And who else? Natielie,
			right? Okay, come here. <u>If you get sticker</u> , 5, 4, 3,
			2, 1
616		<b>Ss:</b>	(Two students are going to the front and posting
			the stickers in the blanks relating to their group.)
617		<b>T:</b>	Okay, so no more bingo. Good bye bingo. No more
618			bingo. Everybody, what colour is it?
619		<b>C:</b>	What colour is it?
620		<b>T:</b>	It's (The teacher is pointing to the word cards on
			the board.)
621		<b>C:</b>	red
622		<b>T:</b>	What colour is it?
623		<b>C:</b>	It's yellow.
624		<b>T:</b>	What colour is it?
625		<b>C:</b>	It's green. / It's <u>a green</u> .
626		<b>T:</b>	It's green.
627		<b>C:</b>	It's green.
628		<b>T:</b>	What colour is it?
629		<b>C:</b>	It's blue.
630		<b>T:</b>	It's blue.
631		<b>C:</b>	It's blue.
632		<b>T:</b>	What colour is it?

633		<b>C:</b>	It's orange.
634		<b>T:</b>	What colour is it?
635		<b>C:</b>	It's purple.
636		<b>T:</b>	What colour is it?
637		<b>C:</b>	It's black..
638		<b>T:</b>	Black, very good. No more bingo. Good bye bingo.
639			Let's see, everybody what is it? (The teacher is pointing to a song poster <i>What colour is it? It's</i>
640			_____.) Everybody say what colour is it?
641		<b>C:</b>	What colour is it?
642		<b>T:</b>	It's red.
643		<b>C:</b>	It's red.
644		<b>T:</b>	What colour is it? It's
645		<b>Ss:</b>	red
646		<b>T:</b>	What is red? What is red? Can you tell me what is red?
647		<b>S:</b>	no
648		<b>T:</b>	What colour is it? It's red. What colour is it? It's
649			red. What colour is it? <u>Apple is red.</u> What colour is
650			red? It's red, okay. (The teacher is demonstrating
651			the song). Let's try one more time, I sing <i>What colour is it?</i> You sing <i>It's red.</i> Okay, ready?
652		<b>C:</b>	yes
653		<b>T:</b>	One two three go. What colour is it?
654		<b>C:</b>	It's red.
655		<b>T:</b>	What colour is it?
656		<b>C:</b>	It's red.
657		<b>T:</b>	What is red?
658		<b>C:</b>	<u>Apple is red.</u>
659		<b>T:</b>	What colour is it?
660		<b>C:</b>	It's red.
661		<b>T:</b>	It's red.
662		<b>C:</b>	It's red

663		<b>T:</b>	One more time, very quickly, okay, one two, three,
664			go. What colour is it?
665		<b>C:</b>	It's red.
666		<b>T:</b>	What colour is it?
667		<b>C:</b>	It's red.
668		<b>T:</b>	What is red?
669		<b>C:</b>	<u>Apple is red.</u>
670		<b>T:</b>	What colour is it?
671		<b>C:</b>	It's red.
672		<b>T:</b>	Good. How about this one? What colour is it?
673		<b>C:</b>	It's yellow.
674		<b>T:</b>	Very quickly, okay, go, go, go. What colour is it?
675		<b>C:</b>	It's yellow.
676		<b>T:</b>	What colour is it?
677		<b>C:</b>	It's yellow.
678		<b>T:</b>	What is yellow? Okay, what is yellow?
679		<b>C:</b>	banana
680		<b>T:</b>	<u>Banana is yellow.</u> What colour is it?
681		<b>C:</b>	It's yellow.
682		<b>T:</b>	Okay, very quickly. What colour is it?
683		<b>C:</b>	It's yellow.
684		<b>T:</b>	Very quickly, okay, one two three go. What colour is it?
685		<b>C:</b>	It's yellow.
686		<b>T:</b>	What colour is it?
687		<b>C:</b>	It's yellow.
688		<b>T:</b>	What is yellow?
689		<b>C:</b>	<u>Banana is yellow.</u>
690		<b>T:</b>	<u>Banana is yellow.</u> What colour is it?
691		<b>C:</b>	It's yellow.
692		<b>T:</b>	Good. Who is wearing yellow? <u>Anybody wear yellow?</u>
693		<b>S:</b>	yellow

694		<b>T:</b>	Okay, Megan stand up, turn around. Look, yellow,
695			okay. So we sing <i>What colour is it?</i> You sing <i>It's</i>
696			<i>yellow</i> . Okay, ready go. What colour is it?
697		<b>C:</b>	It's yellow
698		<b>T:</b>	What colour is it?
699		<b>C:</b>	It's yellow.
700		<b>T:</b>	Who is yellow?
701		<b>C:</b>	Megan is yellow.
702		<b>T:</b>	What colour is it?
703		<b>C:</b>	It's yellow.
704		<b>T:</b>	How about red, red right. What colour is it?
705		<b>C:</b>	It's red.
706		<b>T:</b>	What colour is it?
707		<b>C:</b>	It's red.
708		<b>T:</b>	Who is red?
709		<b>C:</b>	Sophia is red.
710		<b>T:</b>	What colour is it?
711		<b>C:</b>	It's red.
712		<b>T:</b>	Okay, very good. Next one blue. Stand up. What colour is it?
713		<b>C:</b>	It's blue.
714		<b>T:</b>	What colour is it?
715		<b>C:</b>	It's blue.
716		<b>T:</b>	Who is blue?
717		<b>C:</b>	William is blue.
718		<b>T:</b>	What colour is it?
719		<b>C:</b>	It's blue.
720	(29:01)	<b>T:</b>	Okay, very good. Sit down. Okay this is your
721			homework worksheet. Oh, no, yeh
722		<b>C:</b>	Yeh
723		<b>T:</b>	Very easy, easy one, go, go, go (The teacher is
724			passing the worksheet.) I will tell you what to do.
725			Okay, here. May I speak Chinese? May I speak

			Chinese?
726		<b>Ss:</b>	Yes,
727		<b>T:</b>	<i>I am going to tell you in Chinese.</i> Did you see
728			number one, elephant?
729		<b>C:</b>	<i>yes</i>
730		<b>T:</b>	<i>How many mice can you find?</i>
731		<b>C:</b>	seven
732		<b>T:</b>	And you will see, here, one two three four five six
733			seven. Number one, everybody repeat after me, <i>repeat after me</i> , red
734		<b>C:</b>	red
735		<b>T:</b>	red, two, yellow
736		<b>Ss:</b>	two yellow
737		<b>T:</b>	three green
738		<b>Ss:</b>	green
739		<b>T:</b>	blue
740		<b>C:</b>	blue
741		<b>T:</b>	purple
742		<b>C:</b>	purple
743		<b>T:</b>	orange
744		<b>C:</b>	orange
745		<b>T:</b>	black
746		<b>C:</b>	black
747		<b>T:</b>	<i>You fill in the different colour in the right blank</i>
748			<i>spaces. Part two, can you find part two? What</i>
749			<i>colour is it? What colour is it? Can you find an</i> <i>apple?</i>
750		<b>Ss:</b>	It's red.
751		<b>T:</b>	<i>So you colour red, and write r-e-d.</i> Number two,
752			what colour is it? It's
753		<b>Ss:</b>	yellow
754		<b>T:</b>	<u>Banana is yellow.</u> Number three, sorry is C, What colour is it?

755		<b>Ss:</b>	It's purple.
756 757 758		<b>T:</b>	Yes, <u>it's grape</u> , Number four, tree is green. Okay, do you understand? <b><i>This is homework and hand in to me tomorrow, okay.</i></b> , everybody, attention!
759		<b>C:</b>	one two
760 761 762	<b>(30:11)</b>	<b>T:</b>	Stand up, quickly, I <u>want everybody turn back</u> and <u>say bow</u> . Everybody, say thank you, okay. Everybody, turn back, turn back. I say <i>bow</i> , you say <i>thank you</i> , okay.

## Transcript 5

What are you?/ I am \_\_\_\_.

Class: Year 5

Class time: 40 minutes

Student number: 40

Seating arrangements: students arranged in pairs, in four rows

Line	Time	Person	
1	0:02	T:	(The teacher holds up some flash cards.)
2		C:	student
3		T:	good
4		C:	police officer/ policeman
5		T:	policeman
6		C:	policeman
7		T:	okay
8		C:	doctor
9		T:	Okay, now, okay teacher will, okay. Let's say hello to our guest. Hello.
10		C:	Hello
11		T:	That's fine. Now teacher will show you the card,
12			okay. If I show you this card, can I say it's a student?
13		C:	student
14		T:	It's right or wrong. Okay, got it (The teacher
15			demonstrates the body 'cross' and 'circle' using body
16			language.) <i>I will show you this card if I say student.</i>
17		Ss:	<i>It's wrong.</i>
18		T:	Yes. (The teacher makes a crossing out gesture.) If
19			it's right, make a big circle like this, all right? Ready. Go. Doctor.
20		C:	(The students make a circle.)
21		T:	Come on, raise your hands up. Don't do like this.
22			Okay, let me see your hands. Okay, hands down.

			Next one, mailman.
23		C:	No. (Some students make a cross, some are not sure.)
24		T:	student
25		C:	(Some students make a circle, some are not sure.)
26		T:	policeman
27		C:	No. (Some students make a cross, some are not sure.)
28		T:	student
29		C:	(Some students make a circle, some are not sure.)
30		T:	teacher
31		C:	(Students make a circle.)
32		T:	Okay, very good. I will choose one student; I will
33			<u>pick up</u> one student, okay. This is a magic dice. <b><i>This</i></b>
34			<b><i>is a magic dice.</i></b> I will throw the dice two times,
35			twice, okay. <u>First time is the line.</u> For example. like
			this (The teacher throws the dice.) Four. So that will
			be one, two, three, four.
36		C:	one, two, three, four
37		T:	line four, and the second time, that will be three
38		Ss:	three
39		T:	That will be one, two, three. Okay, got it? I will <u>pick</u>
40			<u>up</u> three students to make sure <b><i>whether you</i></b>
41			remember it. Okay <b><i>let's see whether you remember</i></b>
42			<b><i>this vocabulary.</i></b> Okay (throwing the dice) line 2, and
			number 5, one two three four five
43		Ss:	one two three four five
44		T:	Okay, one two three four five. Sand up. Okay, what's
			this?
45		S:	teacher (The student answers in a low voice.)
46		T:	Very good. What's this?
47		S:	doctor (The student answers in a low voice.)
48		T:	Very good. Okay, one more. (The teacher is throwing
49			the dice.) Line three and number three, stand u. Look

			at this
50		<b>S:</b>	nurse
51		<b>T:</b>	nurse, that's okay, nurse
52		<b>S:</b>	nurse
53		<b>T:</b>	very good
54		<b>S:</b>	teacher
55		<b>T:</b>	Very good. Last one, <i>last one. I am cheating.</i>
56		<b>C:</b>	(The students are laughing.)
57		<b>T:</b>	line 2 and number 6
58		<b>Ss:</b>	yes
59		<b>T:</b>	Okay, stand up. (One student looks as if she feels
60			sick.) <i>If you feel uncomfortable, you may lie on the</i>
61			<i>desk. It's okay to lie on the des. Please sit down.</i>
			Okay, (The teacher holds up the flash cards.)
62		<b>S:</b>	nurse
63		<b>T:</b>	Good. This one.
64		<b>S:</b>	mailman
65	3:34	<b>T:</b>	Very good. Okay, what am I?
66		<b>C:</b>	teacher
67		<b>T:</b>	Teacher. Very good. Okay, we will play the game.
68			First I say the first word and you say the second
69			word. I am, you are, he is. One more time, I
70			
71		<b>C:</b>	am
72		<b>T:</b>	you
73		<b>C:</b>	are
74		<b>T:</b>	he
75		<b>C:</b>	is
76		<b>T:</b>	Okay, I will do <u>it reverse</u> . Okay, am
77		<b>C:</b>	I
78		<b>T:</b>	Very good, are
79		<b>C:</b>	you
80		<b>T:</b>	is

81		C:	he
82		T:	Very good. Okay, what am I?
83		S:	What am I?
84		T:	What am I?
85		S:	teacher
86		T:	Okay, show me your hands. Show me your hands. I
87			am (The teacher helps the students use their fingers
88			to figure out the first person, second person and third
			person.)
89		C:	I am (The students point to themselves.)
90		T:	I am
91		C:	I am
92		T:	you are
93		C:	you are
94		T:	You are a student.
95		C:	You are a student.
96		T:	You are a student. (The teacher points to a student.)
97		C:	You are a student.
98		T:	Okay, one more time. What am I?
99		C:	What am I?
100		T:	<b><i>I am asking you a question and not asking you to repeat after me.</i></b>
101		C:	You are student...teacher.
102		T:	Can you <u>put into a sentence</u> ?
103		C:	You are teacher.
104		T:	<b><i>You missed one magic word.</i></b>
105		S:	a
106		T:	<b><i>You missed one magic word. Is it a?</i></b> You are a teacher.
107		C:	You are a teacher.
108		T:	You are a teacher.
109		C:	You are a teacher.
110		T:	Okay, one more time. What am I?

111		<b>Ss:</b>	What am I?
112		<b>T:</b>	What am I? <i>What am I? What do I do?</i>
113		<b>C:</b>	You are a teacher.
114		<b>T:</b>	Okay, very good. <i>Later we will practice the</i>
115			<i>sentence.</i> But before that, teacher will show you,
116			show you <u>how</u> what teacher or student look like, the
117			words, okay. (The teacher puts flash cards on the
118			board.) Let's check the spelling, okay. I put the
			words here (on the side of the board). <i>I put the</i>
			<i>words here. You can all read those words, can't</i>
			<i>you?</i>
119		<b>S:</b>	<i>yes</i>
120		<b>T:</b>	Okay, <i>we have learned</i> phonics. <i>We have learned</i>
121			<i>some easy ones.</i> <u>I give each the number.</u> Okay, this
122			one (The teacher puts down flash cards with words
			on them.)
123		<b>Ss:</b>	mail
124		<b>T:</b>	mail
125		<b>Ss:</b>	mailman
126		<b>T:</b>	Mailman. Which number?
127		<b>Ss:</b>	number five
128		<b>T:</b>	Number six. Okay, one more time, mailman
129		<b>C:</b>	mailman
130		<b>T:</b>	mailman
131		<b>C:</b>	mailman
132		<b>T:</b>	<i>Sometimes</i> people say postman
133		<b>C:</b>	postman
134		<b>T:</b>	one more time, postman
135		<b>C:</b>	postman
136		<b>T:</b>	Okay, this one.
137		<b>C:</b>	teacher
138		<b>T:</b>	Teacher number is?
139		<b>C:</b>	one

140		<b>T:</b>	Number one, teacher, and
141		<b>Ss:</b>	doctor
142		<b>T:</b>	doctor /d/. Number is
143		<b>Ss:</b>	three
144		<b>T:</b>	Very good, and that one
145		<b>Ss:</b>	policeman
146		<b>T:</b>	policeman /p/ /p/ policeman, that will be
147		<b>Ss:</b>	five
148		<b>T:</b>	Number five, good, and this one
149		<b>Ss:</b>	nurse
150		<b>T:</b>	nurse
151		<b>Ss:</b>	nurse
152		<b>T:</b>	Nurse, number 4. So the last one is... student.
153		<b>Ss:</b>	student
154		<b>T:</b>	Let's read one more time, mailman.
155		<b>C:</b>	mailman
156		<b>T:</b>	mailman
157		<b>C:</b>	mailman
158		<b>T:</b>	teacher
159		<b>C:</b>	teacher
160		<b>T:</b>	teacher
161		<b>C:</b>	teacher
162		<b>T:</b>	doctor
163		<b>C:</b>	doctor
164		<b>T:</b>	doctor
165		<b>C:</b>	doctor
166		<b>T:</b>	policeman
167		<b>C:</b>	policeman
168		<b>T:</b>	policeman
169		<b>C:</b>	policeman
170		<b>T:</b>	nurse
171		<b>C:</b>	nurse
172		<b>T:</b>	nurse

173		<b>C:</b>	nurse
174		<b>T:</b>	student
175		<b>C:</b>	student
176		<b>T:</b>	student
177		<b>C:</b>	student
178		<b>T:</b>	You can see t. We don't pronounce /t/ /t/, we don't
179			say s /t/ uident. We say s /d/udent, /dju/ /d/ student. Okay, one more time, student
180		<b>C:</b>	student
181		<b>T:</b>	We pronounce like this one /d/ doctor, student
182		<b>C:</b>	student
183		<b>T:</b>	student
184		<b>C:</b>	student
185		<b>T:</b>	(The teacher checks the timing.) We, number 8,
186			please stand up. Who is number 8? You are very lucky today. This one (The teacher points to the words on the board.)
187		<b>S:</b>	student
188		<b>T:</b>	very good
189		<b>S:</b>	policeman
190		<b>T:</b>	Policeman, very good. Sit down, please. And number 28, 28, 28, okay.
191		<b>S:</b>	mailman
192		<b>T:</b>	okay
193		<b>S:</b>	teacher
194		<b>T:</b>	Very good. Remember the sentence I just said: <i>Who am I?</i> You are a
195		<b>C:</b>	You are a teacher.
196		<b>T:</b>	Okay, one more time. Who am I?
197		<b>C:</b>	You are a teacher.
198		<b>T:</b>	You are a student. You are a student. (The teacher points to each of the students.)
199		<b>C:</b>	You are a student.

200		<b>T:</b>	You are a student.
201		<b>C:</b>	You are a student.
202	<b>8:50</b>	<b>T:</b>	And now we are going to play a game. Okay, every
203			one of <u>you have piece of card</u> . Okay, <i>every one of</i>
204			<i>you will have a piece of card. And then who knows</i>
205			<i>the next step? Does anyone know how to play this</i>
206			<i>game?</i> And you will play <u>one of occupation</u> . <i>You</i>
207			<i>will play one of the roles.</i> Okay, pass. Everyone
208			should have a piece of paper, okay okay. Come on
209			<i>hurry up, hurry up, hurry up, hurry up. Don't</i>
			<i>choose, just pass. The first person in each row is</i>
			<i>very lucky because they can choose the role they</i>
			<i>would like to play.</i>
210		<b>Ss:</b>	(The students are talking noisily.)
211		<b>T:</b>	Teacher, teacher. Raise your hands. Who are
212			teachers? Who are teachers? Students, raise your
			hand.
213		<b>Ss:</b>	(Some students are raising their hands.)
214		<b>S:</b>	student
215		<b>T:</b>	Okay. (Some students give the extra paper back to
			teacher.)
216		<b>T:</b>	And doctor, doctor. Raise your hand, hands up.
			Okay, nurse, nurse
217		<b>Ss:</b>	(Some students are raising their hands.)
218		<b>T:</b>	Okay, policeman
219		<b>Ss:</b>	(Some students are raising their hands.)
220		<b>T:</b>	Okay, mailman
221		<b>Ss:</b>	(Some students are raising their hands.)
222		<b>T:</b>	Mailman, if you start the game, please repeat after
223			me what are you? Please repeat after me, what are
			you? (The teacher writes the question on the board:
			<i>What are you?</i> )
224		<b>C:</b>	What are you?

225		<b>T:</b>	What are you?
226		<b>C:</b>	What are you?
227		<b>T:</b>	I am (The teacher writes the utterance frame on the board: <i>I am a ____.</i> )
228		<b>S:</b>	a teacher
229		<b>T:</b>	You know <u>what role you play</u> , right? I am a teacher.
230		<b>C:</b>	I am a teacher.
231		<b>T:</b>	One more time. What are you?
232		<b>C:</b>	What are you?
233		<b>T:</b>	I am a nurse. (The teacher puts the flash card for 'nurse' on the board.)
234		<b>C:</b>	I am a nurse.
235		<b>T:</b>	What are you?
236		<b>C:</b>	What are you?
237			
238		<b>T:</b>	I am a mailman.
239		<b>C:</b>	I am a mailman.
240		<b>T:</b>	What are you?
241		<b>C:</b>	I am a student.
242		<b>T:</b>	What are you?
243		<b>C:</b>	I am a policeman.
244		<b>T:</b>	Okay, ready. I <u>pick up</u> one student. What are you? (The teacher stands in front of one student and asks.)
245		<b>S:</b>	I am a mailman.
246		<b>T:</b>	Very good. Okay, what are you? (The teacher goes to another student and asks.)
247		<b>S:</b>	I am a nurse.
248		<b>T:</b>	Nurse, okay, good. What are you? You are sick. (The teacher goes to another student and asks.)
249		<b>S:</b>	I am a policeman.
250		<b>T:</b>	I am a policeman. Okay, very good. And what are you? (The teacher goes to another student and asks.)
251		<b>S:</b>	I am a doctor.

252		<b>T:</b>	Doctor, good. What are you? (The teacher goes to another student and asks.)
253		<b>S:</b>	I am a nurse.
254		<b>T:</b>	I am a nurse. And what are you? (The teacher goes to another student and asks.) Okay, I will <u>pick up</u> one
255			student, okay, okay. You come to the front if you can
256			answer the question and you can throw the dice. <b>You</b>
257			<b>can throw the dice</b> and you can <u>pick up</u> a student,
258			<u>pick up</u> a classmate, okay. Line 5, 5, number 4 (The
259			teacher is throwing the dice) Would you please come
260			on. Don't worry, I will help you. <b>Don't worry, I will help you, come here, come here, come here.</b> Okay, what are you?
261		<b>S:</b>	I am a teacher. (The student is very nervous.)
262		<b>T:</b>	Good, then you can <u>pick up</u> one classmate.
263		<b>S:</b>	(The student is throwing the dice.)
264		<b>T:</b>	Line 5, number 3, <b>Alice, you stay there and ask the</b>
265			<b>question. You ask another classmate. You use What are you? to ask. She will answer your question.</b>
266		<b>S(Alice):</b>	What are you?
267		<b>S:</b>	I am a teacher.
268		<b>T:</b>	Very good. Thank you. Then you can throw the dice.
269			Got it? do you know how to play the game?
270		<b>S:</b>	(The student is throwing the dice.)
271		<b>T:</b>	Okay, line 1 and number 5. So you have to ask her.
272			Right, come on, it's you.
273		<b>S:</b>	Who are you?
274		<b>S:</b>	(The student is checking the answer on his paper.) I am a doctor.
275		<b>T:</b>	doctor
276		<b>S:</b>	doctor
277		<b>T:</b>	Very good. Come on throw the dice
278		<b>S:</b>	(The student is throwing the dice.)

279		<b>T:</b>	Line six. <i>We do not have line 6, so you throw the</i>
280			<i>dice again. We are not cheating. You had better</i>
281			<i>throw the dice on the desk; otherwise your</i>
282			<i>classmates would think we are cheating.</i> Line 3 and
283			number 6 one, two, three, four, five, six. Come on,
			ask him. Come on, you are very lucky. <i>You are very</i>
			<i>lucky.</i>
284		<b>S:</b>	What are you?
285		<b>S:</b>	(This student cannot answer.)
286		<b>T:</b>	Read <u>my lip</u> , <i>read my lips.</i>
287		<b>S:</b>	I
288		<b>T:</b>	am a doctor
289		<b>S:</b>	a doctor
290		<b>T:</b>	doctor
291		<b>S:</b>	doctor
292		<b>T:</b>	<i>You are better, so you can throw the dice.</i>
293		<b>S:</b>	(This student is throwing the dice.)
294		<b>S:</b>	<i>line 3</i>
259		<b>T:</b>	Okay line three. <i>Line three is the lucky line,. If you</i>
260			<i>pick your own number I will be am speechless.</i>
			Okay, number 4
261		<b>Ss:</b>	(The students are laughing.)
262		<b>T:</b>	<i>Don't worry. I will help you. Come here.</i> Okay,
			ask. <i>You ask another classmate.</i>
263		<b>S:</b>	What are you? (asks reluctantly)
264		<b>T:</b>	Okay, very good. And <i>John</i> , what are you? Let me
			see, I am a nurse.
265		<b>S(John):</b>	I am a nurse.
266	<b>16:58</b>	<b>T:</b>	Okay, <i>the last one from each line please stand up</i>
267			<i>and collect the cards for me. I will use them for</i>
268			<i>another class. Be careful okay,</i> Thank you, thank
269			you. <i>When you pronounce /th/ sound, you need put</i>
			<i>your tongue between your teeth.</i>

270		<b>C:</b>	thank you
271		<b>T:</b>	thank you
272		<b>C:</b>	thank you
273		<b>T:</b>	Don't pronounce /s/ank you. Thank you okay. One
274			more time. What are you?
275		<b>C:</b>	What are you? (The teacher puts the different flash cards in the blank spaces on the board.)
276		<b>T:</b>	I am a doctor
277		<b>C:</b>	I am a doctor.
278		<b>T:</b>	What are you?
279		<b>C:</b>	I am a teacher.
280		<b>T:</b>	What are you?
281		<b>C:</b>	I am a mailman.
282		<b>T:</b>	Very good.
283		<b>C:</b>	I am a policeman.
284		<b>T:</b>	policeman
285		<b>C:</b>	I am a policeman.
286		<b>T:</b>	What are you?
287		<b>C:</b>	I am a nurse.
288		<b>T:</b>	Nurse, good. And what are you?
289		<b>C:</b>	I am a student.
290		<b>T:</b>	Okay, go. We are going to practice one more
291			sentence. <u>Is he or she</u> (The teacher shows the flash card with 'doctor'.)
292		<b>Ss:</b>	Is he or
293		<b>T:</b>	You forgot, she, he (The teacher points to girls and boys.)
294		<b>C:</b>	she, he, she he
295		<b>T:</b>	(The teacher points to the doctor again.)
296		<b>C:</b>	he
297		<b>T:</b>	he, okay
298		<b>Ss:</b>	He is a doctor.
299		<b>T:</b>	<i>You are smart students. I have not taught it yet, but</i>

300			<i>you know it. Probably because you have learned</i>
301			<i>‘Who is he/ she?’ before. What’s the difference</i>
302			<i>between those sentences? We use what instead of</i>
303			<i>whom? Now please repeat after me.</i> What’s he?
304		<b>C:</b>	What’s he?
305		<b>T:</b>	What’s he?
306		<b>C:</b>	What’s he?
307		<b>T:</b>	(The teacher holds up a flash card.)
308		<b>C:</b>	She is a teacher.
309		<b>T:</b>	Use what’s
310		<b>C:</b>	What’s she?
311		<b>T:</b>	And what’s (The teacher holds up the flash card.)
312		<b>Ss:</b>	What’s she?
313	(20:03	<b>T:</b>	Okay, you can ask what is he or she. Okay, let’s
314	)		practice. What’s she? (The teacher holds up a flash card.)
315		<b>C:</b>	What’s she?
316		<b>T:</b>	What’s she?
317		<b>C:</b>	What’s she?
318		<b>T:</b>	She is a teacher.
319		<b>C:</b>	She is a teacher.
320		<b>T:</b>	She is a teacher.
321		<b>C:</b>	She is a teacher.
322		<b>T:</b>	She is a teacher.
323		<b>C:</b>	She is a teacher.
324		<b>T:</b>	What’s she?
325		<b>C:</b>	What’s she?
326		<b>T:</b>	What’s she?
327		<b>C:</b>	What’s she?
328		<b>T:</b>	She is a nurse.
329		<b>C:</b>	She is a nurse.
330		<b>T:</b>	She is a nurse.
331		<b>C:</b>	She is a nurse.

332		<b>T:</b>	and (The teacher holds up a flash card.)
333		<b>C:</b>	What's she?
334		<b>T:</b>	She is
335		<b>C:</b>	She is a student.
336		<b>T:</b>	She is a student. Very good. What's (The teacher holds up a flash card.)
337		<b>C:</b>	he
338		<b>T:</b>	What's he?
339		<b>C:</b>	He is a policeman.
340		<b>T:</b>	He is a policeman. What's (The teacher holds up a flash card.)
341		<b>C:</b>	What's he? He is a doctor.
342		<b>T:</b>	He is a doctor. And what's (The teacher holds up a flash card.)
343		<b>C:</b>	he. He is a mailman.
344		<b>T:</b>	Very good. I will choose one student. Okay, line 4
345			number 3 (The teacher is throwing the dice.) <b><i>Don't be nervous. I will help you.</i></b> What's he? (The teacher holds up a flash card.)
346		<b>S:</b>	(The student cannot answer.)
347		<b>T:</b>	He is a doctor. Okay. Line 5, number 3 (The teacher is throwing the dice) What's he? (The teacher is pointing to a flash card.)
348			
349		<b>S:</b>	He is a mailman.
350		<b>T:</b>	<b><i>Does anyone want to be a volunteer?</i></b> Anyone, hands up, <b><i>and I will call you first.</i></b> No, okay, line 3,
351			number 4, stand up. I will <u>give you easy one</u> . What's she?
352			
353		<b>S:</b>	(The student cannot answer.)
354		<b>T:</b>	She is a student. Line 6. Do you want to be line
355			6?(addressed to the visitors) <b><i>because we don't have</i></b>
356			<b><i>line 6.</i></b> Line 6, number 1, <b><i>the class leader, please answers.</i></b> What's he?

357		<b>S:</b>	He is a doctor.
358		<b>T:</b>	<i>That's all.</i> Do you have <u>any question</u> ? Okay, <u>we</u>
359			<u>practice</u> one more time. Mailman
360		<b>C:</b>	mailman
361		<b>T:</b>	He is a mailman.
362		<b>C:</b>	He is a mailman.
363		<b>T:</b>	teacher
364		<b>C:</b>	teacher
365		<b>T:</b>	She is a teacher.
366		<b>C:</b>	She is a teacher.
367		<b>T:</b>	d
368		<b>C:</b>	doctor
369		<b>T:</b>	doctor
370		<b>C:</b>	doctor
371		<b>T:</b>	He is a doctor.
372		<b>C:</b>	He is a doctor.
373		<b>T:</b>	(pointing to the flash card of a policeman.)
374		<b>C:</b>	policeman
375		<b>T:</b>	policeman
376		<b>C:</b>	policeman
377		<b>T:</b>	He is a policeman.
378		<b>C:</b>	He is a policeman.
379		<b>T:</b>	(pointing to the flash card of a nurse.)
380		<b>C:</b>	nurse
381		<b>T:</b>	She is a nurse.
382		<b>C:</b>	She is a nurse.
383		<b>T:</b>	(pointing to the flash card of a student)
384		<b>C:</b>	student
385		<b>T:</b>	She is a student.
386		<b>C:</b>	She is a student.
387	<b>24:50</b>	<b>T:</b>	Okay, very good. Now I have homework for you.
388			We <u>have job interview</u> . You have to interview. You
389			have to interview your classmates. <i>Ask your</i>

390			<i>classmates about their parent's job.</i> If you cannot write in English, that's okay. <i>You may write in Chinese. Especially if they are not the six jobs we have learned today or not in our textbook, you can write in Chinese.</i> You have to finish this on Thursday. You have to ask six students, <i>six</i> classmates. <i>Don't write it right now. It's your homework.</i>
391			
392			
393			
394			
395			
396	<b>26:30</b>	<b>T:</b>	Okay. Who is he? (The teacher shows Santa's flash card.)
397		<b>C:</b>	Who's he?
398		<b>T:</b>	Who's he?
399		<b>C:</b>	Who's he?
400		<b>T:</b>	Who's he?
401		<b>C:</b>	Who's he?
402		<b>T:</b>	He is what? <i>Santa Clause. Who can tell us how to pronounce Santa Clause in English? You are very good to raise your hand.</i>
403			
404		<b>S:</b>	Santa
405		<b>T:</b>	<i>Can you hear how to pronounce it?</i>
406		<b>C:</b>	Santa
407		<b>T:</b>	Santa
408		<b>C:</b>	Santa
409		<b>T:</b>	Santa
410		<b>C:</b>	Santa
411		<b>T:</b>	<i>Don't curl your tongue.</i> Santa
412		<b>C:</b>	Santa
413		<b>T:</b>	<i>Who can tell us four jobs that Santa has done before? Four kinds of jobs. Next time we will read a storybook about Santa. The story will tell us about Santa's four jobs. You can think about it. Anyone wants to guess now? Okay, John.</i>
414			
415			
416			
417		<b>S:</b>	<i>sofa maker</i>

418		T:	Why? <i>You think sofa maker because he is strong,</i>
419			<i>strong. Is there any reason?</i>
420		S:	<i>Santa is old and he likes something soft.</i>
421		T:	John said that <i>Santa is old and he likes something soft.</i>
422		S:	<i>toy maker</i>
423		T:	<i>toy maker. Okay, what else?</i>
424		S:	teacher
425		T:	Really, I don't know. <i>John, do you you want to guess again?</i>
426		S:	<i>zookeeper</i>
427		T:	He worked in the zoo, probably. <i>I won't tell you</i>
428			<i>right now, but anymore want to guess?</i>
429		S:	<i>He is a student.</i>
430		T:	<u>He say</u> he is a student.
431		S:	<i>driver</i>
432		T:	driver, driver
433		S:	yes
434		T:	What does he drive? <i>What does he drive?</i> Airplane,
435			train or truck? <u>What else truck?</u> Sorry
436		S:	<i>shepherd</i>
437		T:	<i>Shepherd, Shepherd. Okay, you will find out the</i>
438			<i>answer on Thursday. About <u>how Santa did</u>. You will</i>
439			<i>find out the jobs Santa did before. Indeed those</i>
440			<i>four jobs are related to the jobs that Santa does</i>
			<i>right now. Take your time to think.</i>
441	<b>30:18</b>	T:	And now take out your book and turn to page, page
442			44, page 44, page 44. Okay, okay, you can see
443			teacher, nurse, doctor, mailman, and policeman here,
444			okay. If you want to practice the sentences or look at
445			the words you can check out page 44 and 45, okay.
446			Any question, I know <i>You won't have questions</i>
			<i>because we have guests here today, right?</i> Okay,

			see you on Thursday. Bye.
	<b>30:59</b>		

## Transcript 6

**What's your hobby?**

**Class:** Grade 6

**Class time:** 40 minutes

**Students number:** 35

**Seating arrangements:** desks and chairs in rows, with boys on one side of the room and girls on the other

Line	Time	Person	
	[00 - 0.16]		(Children come into class and teacher waits.)
1	[0.16]	<b>T:</b>	Hello every body
2		<b>Ss:</b>	Hello teacher.
3		<b>T:</b>	You are very good. How are you today?
4		<b>Ss:</b>	I am fine, thank you.
5		<b>T:</b>	Just fine? I think you are more than fine.
6			There are some of you very happy and
7			excited. Oh, oh, I remember you just <u>come</u>
8			<u>back</u> from your trip, right. You just <u>come back</u>
			from your trip, right. How was the trip?
9		<b>C:</b>	(The students remain silent.)
10		<b>T:</b>	<u>Excited?</u> Joy. How was the trip? Joy, how
			about you?
11		<b>S (Joy):</b>	(no answer)
12		<b>T:</b>	<u>It's okay. Is it okay?</u> (no pause for response)
13			How about Charlie? How was the trip? (no
			pause for response)
14		<b>S (Charlie):</b>	(nodding his head)
15		<b>T:</b>	Just nod your head? I want <u>someone tell</u> me
16			<u>how was trip, not just nod your head.</u> Not
17			enough. How about Joyce? How was the trip?

18		<b>S (Joyce):</b>	(no answer)
19		<b>T:</b>	Just smiling? Still not enough. <u>I need a</u>
20			<u>excellent</u> . Okay, how about Eric? Okay. Speak louder. Okay.
21		<b>S (Eric):</b>	It is interesting.
22		<b>T:</b>	<u>Okay. I . . . I. That's . . .okay. Very good.</u>
23	<b>【1:48】</b>	<b>T:</b>	<u>That's review the lesson before.</u> Remember
24			the season? (The teacher shows the students
25			cards with pictures representing different
26			seasons in sequence.) Ya! What season is it? What season is it?
27		<b>C:</b>	Spring.
28		<b>T:</b>	How about this one?
29		<b>C:</b>	Winter?
30		<b>T:</b>	Winter. How about this one? (holding up a different card)
31		<b>C:</b>	Summer.
32		<b>T:</b>	Summer. And . . .
33		<b>C:</b>	Fall.
34		<b>T:</b>	So what season do you like best? (The teacher
35			shows the card with the picture representing fall)
36		<b>C:</b>	I like fall best.
37		<b>T:</b>	You like fall best because what? . . . because . . .
38		<b>Ss:</b>	because
39		<b>T:</b>	because the leaves are beautiful.
40		<b>Ss:</b>	because the leaves are beautiful.
41		<b>T:</b>	And what season do you like best? (The teacher shows a card representing spring.)
42		<b>C:</b>	I like spring best.
43		<b>T:</b>	You like spring best because . . .
44		<b>Ss:</b>	because

45		<b>T:</b>	because the grass is green, or because . . .
46		<b>Ss:</b>	because the weather
47		<b>T:</b>	because the weather is warm. Yeh. Any
48			answer is okay. Eh, I want, eh... <u>different</u>
49			answer from Cerci. You like winter, oh, no,
50			you like spring best because. . . . Can you give <u>different</u> answer? .....( 3 second pause)
51		<b>S (Joyce):</b>	(no answer)
52		<b>T:</b>	No? Or someone can give me <u>answer</u> . Raise
53			your hand. I like spring best because what?
54			Someone, boy or girl. (The teacher goes to the
55			front of the class and marks a point under a
56			symbol on the board for 'boys' and one under
57			a symbol on the board for 'girls'.) Do you
58			know you did a great job, so I some give you
59			points. One point and two points. Who can
			tell me? . . . I like spring best because . . . All
			right, Eric. Speak.
60		<b>S (Eric):</b>	because the grass is green.
61		<b>T:</b>	because the grass is green. Ya, very . . .
62			Green. Very good. <u>So boy you did a great</u>
63			<u>job</u> . How about <u>girl</u> ? What season do you like
			best? (The teacher shows the card
			representing summer.)
64		<b>C:</b>	I like summer best.
65		<b>T:</b>	because. . . because what?
66		<b>Ss:</b>	(answers in very low voice)
67		<b>T:</b>	I need <u>someone tell me</u> . Amy, can you tell
68			me? You like summer best because
			.....(pauses for 2 seconds)
69		<b>S (Amy):</b>	(no answer)
70		<b>T:</b>	Okay, all right.
71		<b>S:</b>	because the sky is blue

72		<b>T:</b>	because the sky is blue, the <u>sky are blue</u> .
73			Okay. <u>Girl you got point too</u> . Very good. You
74			remember the chant on p.34 - the chant you
75			know. Yeh? Okay? <u>The first time, you</u>
			<u>normal speed</u> . All right. One, two, three, go.
76		<b>C:</b>	winter spring summer fall / <u>why winter so</u>
77			<u>white</u> / I like winter the best of all/ winter
78			spring summer fall/spring spring grass is
79			green/ I like spring the best of all/ winter
80			spring summer fall/ blue <u>summer sky are</u>
81			<u>blue</u> / I like summer the best of all/ winter
			spring summer fall/ <u>yellow fall</u> leaves are
			yellow/ I like fall the best of all.
82		<b>T:</b>	Very good. Okay, how about faster? Yeh,
83			faster. Compete with your teacher. Ya. I think
			you can do it. Allright, 1, 2, 3, go.
84		<b>C:</b>	winter spring summer fall / why winter snow
85			is white/ I like winter the best of all/ winter
86			spring summer fall/spring spring grass is
87			green/ I like spring the best of all/ winter
88			spring summer fall/ <u>blue summer sky are</u>
89			<u>blue</u> / I like summer the best of all/ winter
			spring summer fall/ yellow fall leaves are
			yellow/ I like fall the best of all/
90	<b>【5:36】</b>	<b>T:</b>	Very good. How many points do you get? Do
91			you think 2 or 5, 2 for girls? I know <u>girls</u> are
92			very good. How about the boys? (The teacher
			puts stars on the board.)
93		<b>Ss:</b>	one
94		<b>T:</b>	Boy only one, but you did a great job. You
95			can get 2. How about teacher, how about
96			teacher? Tell me how many stars can I get?
97		<b>Ss:</b>	1/2/4/6/0

98		<b>T:</b>	One? Oh, come on. Give me <u>one points</u> ? Give
99			2. I have no space on the board. How about
100			here on my face. <u>I put sticker</u> on my face.
101			Remember, I will put my stars, two stars on
102			my tummy, one star, <u>two star</u> . Remember
103			this? <u>I have two star here</u> . (The teacher points to her tummy.) <u>You have four star</u> , so now you are the winner, right?
104	<b>【6:47】</b>	<b>T:</b>	Okay, last time. Look at the flash card. (The teacher shows a card representing summer.) If
105			I show you this one, please say blue summer
106			<u>sky are blue</u> I like summer the best of all.
107			(The teacher shows a card representing
108			winter.) If I show this one, please say why
109			winter snow is white I like winter the best of
110			all. Can you do this? Okay, let's try. Maybe
111			<u>we can compete</u> boys' team and girls' team. All right <u>I say boys</u> , then boys chant. All right, okay, 1, 2, 3, go
112		<b>Ss:</b>	winter spring summer fall / why winter snow
113			is white/ I like winter the best of all/
114		<b>T:</b>	Ok, girls.
115		<b>Ss:</b>	winter spring summer fall/ yellow fall leaves
116			are yellow/ I like fall the best of all/
117		<b>T:</b>	Boys
118		<b>Ss (boys):</b>	winter spring summer fall/spring spring grass
119			is green/ I like spring the best of all/
120		<b>T:</b>	Girls.
121		<b>Ss:</b>	winter spring summer fall/ <u>blue summer sky</u>
122			<u>are blue</u> / I like summer the best of all/
123		<b>T:</b>	Very good. How many points do you get this
124			time? <u>How may star do you get?</u> Another two?

125		<b>S:</b>	Zero
126		<b>T:</b>	Zero? <u>This time how many star do you get?</u>
127			Five, two? Boys, <u>how many star do you get?</u>
128		<b>Ss:</b>	One
129		<b>T:</b>	One, two,
130		<b>S:</b>	One
131		<b>T:</b>	What? One?
132		<b>S:</b>	Two.
133		<b>T:</b>	Two.
134		<b>S:</b>	Two.
135		<b>T:</b>	How may stars for me? One. Two. So I have
136			how many stars on my tummy? Thank you
137			Charlie. (Charlie is picking up a star from the
138			floor.) Please tell me <u>how many stars on</u> my
			tummy?
139		<b>Ss:</b>	Four.
140		<b>T:</b>	Yeh, I have four stars.
141	<b>【8:32】</b>	<b>T:</b>	So, today we have something different. Would
142			you please look here. Look at the poster here,
143			everybody. Leo would you please look here.
144			Okay, today we have some <u>new for</u> us. Unit
			five. What's your hobby?
145		<b>S:</b>	What's your hobby?
146		<b>T:</b>	Yeh. What's your hobby? Do you know what
147			<u>does it mean? What's your hobby mean?</u>
148			Chinese meaning. Mimi, can you tell me
149			<u>what's your hobby?</u> What does it mean? You
150			know. Okay, please. (The teacher checks
			meaning by asking students to translate into
			Chinese.)
151		<b>S (Mimi):</b>	<i>What's your hobby?</i>
152		<b>T:</b>	<i>What's your hobby?</i> Very good, so <u>look at</u>
			<u>here.</u> Who is he?

153		<b>Ss:</b>	Andy
154		<b>T:</b>	How about this one?
155		<b>Ss:</b>	Betty
156		<b>T:</b>	And this is?
157		<b>C:</b>	Leo
158		<b>T:</b>	And
159		<b>C:</b>	Lila
160		<b>T:</b>	They were on the field trip. So they are on the
161			field trip. See what Betty is doing? <u>What</u>
162			<u>Betty is doing</u> ? Can you tell me? She is
163			picking up something. What is this? Can you
164			tell me? Okay, how about Beth? What are
			these, the red one, the yellow one, the green
			one? What are these? Yeh
165		<b>S (Beth):</b>	Leaves.
166		<b>T:</b>	They are leaves, so <u>Betty are kicking some of</u>
167			<u>leaves</u> . Andy says: What are you doing Betty?
168			Andy says: What are you doing Betty? Betty
169			says: I am collecting leaves. It is my hobby.
170			And how about you, Leo? What's your
171			hobby? Leo says I like to play badminton.
			What is badminton? I like to play badminton?
			Jo (The teacher checks meaning by asking
			students to translate into Chinese.)
172		<b>S (Jo):</b>	<b><i>Badminton</i></b>
173		<b>T:</b>	Yeh, <b><i>badminton</i></b> . Leo says: I like to play
174			badminton. So <u>on poster</u> , they are talking
175			about hobbies. So <u>this what</u> you are going to
176			learn. Look at these (flash cards). They are
177			<u>talking something</u> about hobbies. All right,
			let's look <u>at first</u> . What is this? Okay, listen to
			me carefully, collecting stamps
178		<b>C:</b>	Collecting stamps

179		<b>T:</b>	What is collecting stamps? What is this? Can you tell me? Collect, <u>what is collecting stamp mean</u> ? How about stamps? Stamps. Good. So which one do you think is collecting stamps?
180			
181			
182			
183			First, <u>look at here</u> , collecting stamps, so you write the first letter c at collecting stamps.
184			Where is collecting stamps? Here?
185		<b>S:</b>	No
186		<b>T:</b>	No? Maybe this one?
187		<b>Ss:</b>	No
188		<b>T:</b>	No, are you sure? Why, why not? Okay, I got it. All the same, but this one. Everybody repeat, collecting stamps
189			
190		<b>C:</b>	collecting stamps
191		<b>T:</b>	Leo, can you tell me, what's that? (Several students are chatting.)
192		<b>S:</b>	playing chess
193		<b>T:</b>	What's? <u>What's in Chinese</u> ? Can you tell me?
194			How about Jennifer? Jennifer? What does it mean?
195		<b>S</b>	<i>playing Chinese chess</i> (The teacher checks meaning by asking students to translate into Chinese.)
196		<b>(Jennifer):</b>	
197		<b>T:</b>	<i>Playing Chinese chess.</i> Very good. This is <i>playing Chinese chess.</i> How many words <u>of them</u> ; <i>how many words in playing Chinese chess</i> , playing Chinese chess? (The teacher explains the key vocabulary in Mandarin.)
198			
199			
200		<b>Ss:</b>	3
201		<b>T:</b>	Three words. The first one is playing. Listen, playing. And Chinese /tʃ/ and chess tʃ/ right, playing Chinese chess. So this one or this one? How about this one?
202			
203			

204		<b>Ss:</b>	yes
205		<b>T:</b>	That's right. Is that right?
206		<b>Ss:</b>	No.
207		<b>T:</b>	<u>What happen?</u> Where is playing Chinese Chess? This one?
208		<b>Ss:</b>	Yes
209		<b>T:</b>	Longer one. How about this one? Collecting stamps. <u>What is in Chinese</u> collecting stamps?
210			
211			
212		<b>Ss:</b>	<i>Collecting stamps</i>
213		<b>T:</b>	Okay, how about this one?
214		<b>Ss:</b>	playing Chinese chess.
215		<b>T:</b>	<i>playing Chinese chess</i>
216		<b>Ss:</b>	<i>playing Chinese chess</i>
217		<b>T:</b>	Good. How about this one?
218		<b>Ss:</b>	<u>listen to music</u>
219		<b>T:</b>	Yes. We will, we will rock you.
220		<b>C:</b>	(The students are laughing.)
221		<b>T:</b>	How many words?
222		<b>C:</b>	3
223		<b>T:</b>	listening to music. How about the first word, listening?
224		<b>Ss:</b>	listening
225		<b>T:</b>	first letter is l
226		<b>Ss:</b>	l
227		<b>T:</b>	listening to music, music. How about the first letter of music?
228		<b>Ss:</b>	m
229		<b>T:</b>	Right, listening to music. Yeh, I see it, it is
230			listening to music. Right, okay, listening to
231			music. We will, we will rock you. Very good. How about this one? What are they doing?
232		<b>Ss:</b>	going camping

233		<b>T:</b>	Yeh, they are going camping. Right? So their
234			hobby is going camping. Okay, this is going
235			camping. All right, going camping. How
			many words?
236		<b>Ss:</b>	two words
237		<b>T:</b>	going camping, two words, okay, going. How
238			about the first letter?
239		<b>Ss:</b>	g
240		<b>T:</b>	going camping. How about camping?
241		<b>Ss:</b>	c
242		<b>T:</b>	So is it right, going camping? Boys, repeat
243			after me, going camping
244		<b>Ss:</b>	going camping
245		<b>T:</b>	girls, going camping
246		<b>Ss:</b>	going camping
247		<b>T:</b>	So where is going camping? Maybe this one?
248			Okay if you guess right, I want boys, which
249			one is going camping? Rock, please stand up.
250			I see <u>you very</u> happy. Where is going
			camping?
251		<b>S:</b>	<i>the longest words</i>
252		<b>T:</b>	(The teacher puts a number on each hobby
253			card.) Which one? Number? Number?
254		<b>S:</b>	3
255		<b>T:</b>	Number 3? Yes or no?
256		<b>Ss:</b>	No.
257		<b>T:</b>	No. Try again.
258		<b>Ss:</b>	one
259		<b>T:</b>	I cannot hear your voice. What number?
			Number one?
260		<b>S:</b>	one
261		<b>T:</b>	Yeh, you got it. So everybody repeat, going
			camping

262		<b>C:</b>	going camping
263		<b>T:</b>	Very good. All right, <u>look at here</u> . What's
264			this? This is Do-Re-A-Mun, right? What is
265			his hobby? His hobby is reading comics. What
			does reading comics mean?
266		<b>Ss:</b>	<i>reading comics</i>
267		<b>T:</b>	Okay, raise your hands if you know the
268			meaning in Chinese. No problem. Tell me in
269			Chinese. (The teacher checks meaning by
			asking students to translate into Chinese.)
270		<b>Ss:</b>	<i>reading books/ reading comics</i>
271		<b>T:</b>	Okay, <i>reading comics</i> . Can you find <u>reading</u>
272			<u>hobby</u> here? One, two, three, four. Which
			one?
273		<b>Ss:</b>	three
274		<b>T:</b>	Sure?
275		<b>Ss:</b>	yes
276		<b>T:</b>	Yeh, you got it right. So we got one, two,
277			three, four. Okay, it's enough. <u>Too much five</u>
278			here. Okay. (The teacher takes the poster
279			away and keeps the cue cards containing
			words on the board.) How <u>about first one</u> is
			reading comics?
280		<b>C:</b>	reading comics
281		<b>T:</b>	The second one is?
282		<b>C:</b>	listening to music
283		<b>T:</b>	This one is?
284		<b>C:</b>	going camping
285		<b>T:</b>	And this?
286		<b>C:</b>	collecting stamps
287		<b>T:</b>	How about this one?
288		<b>C:</b>	playing Chinese chess
289		<b>T:</b>	Playing Chinese chess. Okay, let's number it.

290			It is one, two, three, four, and this is five.
291			Okay, this is five. All right everybody, repeat
292			after me, remember this (shows 'repeat' and
293			'quiet' cards) repeat means repeat after me,
294			quiet means be quiet. Attention, everybody,
295			repeat after me and I will <u>give you quiet</u> ,
			okay. One two three, ready, reading comics
			(The teacher uses the 'repeat' and 'quiet'
			cards to instruct the students.)
296		<b>C:</b>	reading comics
297		<b>T:</b>	Listening to music, going camping, collecting
			stamps?
298		<b>C:</b>	collecting stamps
299		<b>T:</b>	playing Chinese chess
300		<b>C:</b>	playing Chinese chess
301		<b>T:</b>	You are so great. Tell me the Chinese
302			meaning. <i>Tell me Chinese meaning.</i> Reading
			comics.
303		<b>C:</b>	<i>Reading comics</i>
304		<b>T:</b>	Listening to music
305		<b>C:</b>	<i>Listening to music</i>
306		<b>T:</b>	Going camping
307		<b>C:</b>	<i>Going camping</i>
308		<b>T:</b>	Going camping
309		<b>C:</b>	<i>Going camping</i>
310		<b>T:</b>	Collecting stamps
311		<b>C:</b>	<i>Collecting stamps</i>
312		<b>T:</b>	Playing Chinese chess
313		<b>Ss:</b>	<i>Playing Chinese chess</i>
314		<b>T:</b>	You should be quiet, because I <u>show</u> you
315			quiet. Okay, reading comics
316		<b>Ss:</b>	Reading comics
317		<b>T:</b>	Listening to music

318		<b>C:</b>	Listening to music
319		<b>T:</b>	Going camping
320		<b>C:</b>	Going camping
321		<b>T:</b>	Collecting stamps
322		<b>C:</b>	Collecting stamps
323		<b>T:</b>	Playing Chinese chess
324		<b>C:</b>	Playing Chinese chess
325		<b>T:</b>	Okay, everybody, can you remember? Pay attention. I will <u>cover one by one</u> . Please remember, one, two, three, four, five. Okay, pay attention. Remember it. Okay, how about this one? Listening to music. And how about this one? Going camping. Remember it. Collecting stamps, and playing Chinese chess. Okay, ready, all right, girls, first. One is
326			
327			
328			
329			
330			
331		<b>Ss:</b>	Reading comics
332		<b>T:</b>	Reading comics? Are you sure?
333		<b>Ss:</b>	Yes
334		<b>T:</b>	Let's see. Okay, reading comics. <u>Boys is</u> your turn.
335		<b>Ss:</b>	Listen to
336		<b>T:</b>	Listening to
337		<b>Ss:</b>	Listening to music
338		<b>T:</b>	The, very good. Girls, your turn
339		<b>Ss:</b>	Going camping
340		<b>T:</b>	Going camping, good. Boys, what's this?
341		<b>Ss:</b>	(The boys don't remember the answer.)
342		<b>T:</b>	<u>Girls is</u> your turn again
343		<b>Ss:</b>	Collecting stamps
344		<b>T:</b>	Collecting stamps, very good. Boys
345		<b>Ss:</b>	Playing Chinese chess
346		<b>T:</b>	Playing Chinese chess, very good. Boys, how many points do you get this time? Girls are
347			

348			better, right? They remember all the words,
349			sorry boys, so everybody <u>look at here</u> , what's your hobby? Your hobby is
350		<b>C:</b>	Reading comics
351		<b>T:</b>	What's your hobby? (The teacher points to the
352			card of 'listening to music'.)
353		<b>C:</b>	My hobby is listening to music.
354		<b>T:</b>	What's your hobby? (The teacher points to the
355			card illustrating 'going camping'.)
356		<b>C:</b>	My hobby is going camping.
357		<b>T:</b>	What's your hobby? (The teacher points to the
			card illustrating 'collecting stamps'.)
358		<b>C:</b>	My hobby is collecting stamps.
359		<b>T:</b>	What's your hobby? (The teacher points to the
360			card illustrating 'playing Chinese chess'.)
361		<b>C:</b>	My hobby is playing Chinese chess
362	<b>【22:09】</b>	<b>T:</b>	All right, very good. Now, <u>look at here</u> . What are these?
363		<b>Ss:</b>	<u>ball</u>
364		<b>T:</b>	Yes, <u>these are ball</u> . What are you going do?
365			Guess what <u>are you</u> going to do. Yeh? Am I
366			playing a magic trick? I am <u>playing magic trick</u> , right? <i>Am I playing a magic trick?</i>
367		<b>S:</b>	No
368		<b>T:</b>	That's enough. Now. I will give you a ball. <u>A</u>
369			<u>ball to boys and a ball to girls</u> . Okay, listen to
370			me. Later, I will play the chant and pass the
371			ball please. <u>I got two rule</u> . <i>Listen, two rules.</i>
372			Never let the ball fall on the ground. If the
373			<u>ball fall</u> on the ground, you lose. <i>You lose.</i>
374			Never let the ball fall <u>on ground</u> . When I stop
375			the chant. . . . I will stop the chant. Everybody will say: What's your hobby?

			Okay, who is going to answer the question? <b><i>Who is going to answer the question?</i></b>
376		<b>T:</b>	(The teacher plays the chant <i>What's your hobby?</i> )
377		<b>C:</b>	(The students are passing the ball.)
378 379		<b>T:</b>	(The teacher stops the chant.) Everybody, what's your hobby? Please stand up. Girl.
380 381		<b>S:</b>	My hobby is listening to music. (The teacher points to the card illustrating 'listening to music'.)
382		<b>T:</b>	Listening to music. Boy, please stand up. What's your hobby?
383		<b>S:</b>	My hobby is going camping
384 385		<b>T:</b>	Going camping, very good. Okay, continue (The teacher plays the chant <i>What's your hobby?</i> )
386		<b>C:</b>	(The students are passing the ball and talking in Chinese.)
387 388		<b>T:</b>	(The teacher stops the chant.) Everybody, what's your hobby? Please stand up.
389		<b>C:</b>	What's your hobby?
390		<b>T:</b>	Okay, stand up please, girl. What's your hobby?
391		<b>S:</b>	My hobby is playing Chinese chess. (The teacher points to the card illustrating 'playing Chinese chess'.)
392		<b>T:</b>	Boy, I'm sorry, boy, okay, boy, what's your hobby? (The teacher points to the card illustrating 'collecting stamps'.)
393		<b>S:</b>	(The student cannot answer)
394		<b>T:</b>	<u>Can help?</u>
395		<b>S:</b>	Collecting stamps. Very good.
396		<b>T:</b>	Okay, let's continue, all right? (The teacher

397			plays the chant <i>What's your hobby?</i> ) Go on, go on
398		<b>Ss:</b>	<b><i>Faster</i></b>
399 400		<b>T:</b>	(The teacher stops the chant.) Everyone, what's your hobby?
401		<b>C:</b>	What's your hobby?
402		<b>T:</b>	Please girl, my hobby is
403		<b>S:</b>	My hobby is reading comics
404		<b>T:</b>	Reading comics, very good. Boys, what's your hobby?
405		<b>S:</b>	(The student cannot answer)
406		<b>T:</b>	Help him, just help louder okay, is
407		<b>S:</b>	Going camping
408		<b>T:</b>	Going camping, very good. Okay, let's continue (The teacher plays the chant <i>What's your hobby?</i> )
409		<b>C:</b>	(The students are passing the ball.)
410 411		<b>T:</b>	(The teacher stops the chant.) One, two, three, go. What's your hobby? Okay, girl.
412		<b>C:</b>	What's your hobby?
413		<b>T:</b>	What's your hobby? Girl.
414		<b>S:</b>	My hobby is playing Chinese chess.
415 416		<b>T:</b>	Boys, boys, be careful, don't throw your ball. Girl, try again, what's your hobby?
417		<b>S:</b>	My hobby is playing Chinese chess. (The teacher points to the card illustrating 'playing Chinese chess'.)
418 419		<b>T:</b>	Very good. Boy, which one? Please stand up. What's your hobby?
420		<b>S:</b>	My hobby is
421		<b>T:</b>	Quiet please
422		<b>S:</b>	Collecting stamps
423		<b>T:</b>	Collecting stamps, very good. Okay, let's

			continue (The teacher points to the card illustrating 'playing Chinese chess'.)
424		<b>C:</b>	(The students are passing the ball.)
425		<b>T:</b>	(The teacher stops the chant.) One, two, three, go.
426		<b>C:</b>	What's your hobby? Okay, girl
427		<b>T:</b>	What's your hobby? (The teacher points to the card illustrating 'listening to music'.)
428		<b>S:</b>	My hobby is <u>listen to music</u> .
429		<b>T:</b>	Listening to music, very good. Okay, Leo, what's your hobby?
430		<b>S:</b>	My hobby is playing chess.
431		<b>T:</b>	Playing Chinese chess. Okay, very good. You
432			did a good job. You want to try again?
433		<b>Ss:</b>	Yes
434		<b>T:</b>	Okay, one more time (The teacher plays the chant <i>What's your hobby?</i> )
435		<b>C:</b>	(The students are passing the ball.)
436		<b>T:</b>	(The teacher stops the chant.) Keep going (The teacher plays the chant <i>What's your hobby?</i> again.)
437		<b>C:</b>	(The students are passing the ball and talking in Mandarin or Taiwanese.)
438		<b>T:</b>	(The teacher stops the chant.) Everybody one,
439			two, three, go.
440		<b>C:</b>	What's your hobby?
441		<b>T:</b>	Okay, what's your hobby? Please stand up.
442		<b>S:</b>	My hobby is reading.
443		<b>T:</b>	My hobby. Everybody pay attention
444		<b>C:</b>	(The students are talking noisily.)
445		<b>T:</b>	I don't want to hear any voice. Okay, unless I ask you to.
446		<b>S:</b>	My hobby is reading comics.

447		<b>T:</b>	Yeh, my hobby is reading comics. Very good.
448			Boy, all right, Carl, what's your hobby?
449		<b>S:</b>	My hobby is listening to music
450		<b>T:</b>	Listening to music, very good. Please give me
451			the ball. Give me the ball please. Girl. Where's the ball?
452	<b>【29:12】</b>	<b>T:</b>	Okay, <u>look at here</u> . What's this? (The teacher
453			puts the mini- dialogue on the board.) What's
454			your hobby? My hobby is playing Chinese chess. Boys, can you read it together?
455		<b>Ss:</b>	What's your hobby? My hobby is playing Chinese chess. (The boys cannot read fluently.)
456		<b>T:</b>	(The students are distracted because one of the visitors is leaving.) Okay, everybody.
457		<b>S:</b>	<i>Why is she leaving?</i>
458		<b>T:</b>	She is sick. She needs to see the doctor. Okay,
459			so. This is the dialogue today. See what I am
460			doing? (The teacher scrambles the dialogue on
461			the board.) <u>Do you</u> help me to put it back?
462			Boys or girls? Put it all back. Okay, Jimmy, not Jimmy, Henry, yeh, Henry come here.
463		<b>S (Henry):</b>	(Henry goes to the front and puts the sentences in the right order.)
464		<b>T:</b>	Okay, everybody repeat it. One, two, three, go.
465		<b>C:</b>	What's your hobby? My hobby is playing Chinese chess.
466		<b>T:</b>	Since it is <u>easy to girls</u> , is that right? Okay,
467			girl, all right, please help me to put it back.
468			No one, No one? Then I will give a point to the boys. Who can help me? One, two, three. Okay, come here.

469		<b>S:</b>	(A student goes to the front and puts the sentences in the right order.)
470 471 472 473 474 475		<b>T:</b>	What's your hobby? My hobby is playing Chinese chess. Very good, <u>I will have different game</u> to play. Listen to me and put the right sentences back. I need one boy and one girl. <u>Boy</u> , who is going to be the volunteer, going to be our volunteer? Please raise your hand. No. No one, No, you got no one to play. Okay, you have special thing. What's this?
476	<b>【32:33】</b>	<b>S:</b>	Homework
477		<b>T:</b>	What's this?
478		<b>S:</b>	Homework
479 480		<b>T:</b>	Yeh, this is your homework. I will give you homework. One, two, three (The teacher gives the homework to the students.)
481		<b>C:</b>	(The students are passing the homework sheet.)
482 483 484 485		<b>T:</b>	Okay everybody got your worksheet here. You don't have to do it right now. You can do it when <u>you back</u> homework with your parents. Right now you just write down your name. <b><i>Do the homework with your parents.</i></b>
486		<b>C:</b>	(The students are laughing.)
487 488		<b>T:</b>	Look at part A. Part A, <u>listen your CD</u> . <b><i>Listen to your CD to finish part A.</i></b>
489		<b>C:</b>	(The students are talking noisily.)
490 491 492 493		<b>T:</b>	Pay attention, boy. One, two, three, please look at me. When you finish, ask your <u>parents sign</u> here, <b><i>your parents' signature.</i></b> Turn in to me tomorrow. Class leader, sorry, you class

494			leader please collect the homework for me. I
495			want to know how much you can do. <u>Before</u>
496			<u>the class finish</u> , everybody repeat this again.
497			Okay, everybody put away your work sheet. I
498			give you three seconds. One two, put away
499			your worksheet and close your book. All
500			right, one two three, please look at me. Leo,
501			you are <u>not look</u> at me. Okay, repeat after me
502			last time, all right? What's your hobby? My
			hobby is playing Chinese chess. What' s your
			hobby? My hobby is listening to music.
			What's your hobby? My hobby is going
			camping. Boys, one, two, three, go.
503		<b>Ss:</b>	What's your hobby? My hobby is going
			camping.
504		<b>T:</b>	Girl
505		<b>Ss:</b>	What's your hobby? My hobby is collecting
			stamps.
506		<b>T:</b>	Boys, what's your hobby?
507		<b>Ss:</b>	What's your hobby? My hobby is playing
			Chinese chess.
508		<b>T:</b>	You did a great job today so I can't wait to
509			see you next time. Okay, I will see you next
			time. Bye-bye
510	<b>【36:50】</b>	<b>C:</b>	Bye-bye

***APPENDIX 9:***

***UTTERANCE ANALYSIS OF LESSON TRANSCRIPTS***

## **Transcript 1**

### ***Segment 1***

Total interactions (Turns) in this section	30	100 %
Teacher turns	21	70%
Class turns	8	27%
Group [Ss] turns	1	3%
Individual turns	0	0%

Total interactions (Utterances) in this section	45	100 %
Teacher utterances	36	80%
Class utterances	8	18%
Group [Ss] utterances	1	2%
Individual turns	0	0%

### ***Segment 2***

Total Interactions (Turns) in this section	22	100 %
Teacher turns	13	59%
Class turns	6	27%
Group [Ss] turns	3	13%
Individual turns	0	0%

Total Interactions (Utterances) in this section	29	100 %
Teacher utterances	20	69%
Class utterances	6	21%
Group [Ss] utterances	3	10%
Individual turns	0	0%

### ***Segment 3***

Total Interactions (Turns) in this section	27	100 %
Teacher utterances	16	59 %
Class utterances	8	30 %
Group [Ss] utterances	0	0%
Individual utterances	3	11 %

Total Interactions (utterances) in this section	41	100 %
Teacher utterances	30	73%
Class utterances	8	20%
Group [Ss] utterances	0	0%
Individual utterances	3	7%

### ***Segment 4***

Total Interactions (Turns) in this section	27	100 %
Teacher turns	17	63 %
Class turns	7	26 %
Group [Ss] turns	0	0%
Individual turns	3	11%

Total Interactions (Utterances) in this section	41	100 %
Teacher utterances	31	76%
Class utterances	7	17%
Group [Ss] utterances	0	0%
Individual utterance	3	7%

**Segment 5**

Total Interactions (Turns) in this section	125	100 %
Teacher turns	63	50%
Class turns	53	42 %
Group [Ss] turns	2	2%
Individual turns	7	6 %

Total Interactions (Utterances) in this section	212	100 %
Teacher utterances	150	71%
Class utterances	53	25%
Group [Ss] utterances	2	1%
Individual utterance	7	3%

**Segment 6**

Total Interactions (Turns) in this section	30	100 %
Teacher turns	16	53%
Class turns	3	10%
Group [Ss] turns	11	37%

Total Interactions (Utterances) in this section	62	100 %
Teacher utterances	48	77%
Class utterances / interactions	3	5%
Group [Ss] utterances	11	18%

***Segment 7***

Total Interactions (Turns) in this section	47	100 %
Teacher turns	32	68%
Class turns	0	0%
Group [Ss] turns	15	32%
Individual turns	0	0%

Total Interactions (Utterances) in this section	62	100 %
Teacher utterances	47	76%
Class utterances	0	0%
Group [Ss] utterances	15	24%
Individual turns	0	0%

***Segment 8***

Total Interactions (Turns) in this section	6	100 %
Teacher turns	2	33%
Class turns	0	0%
Group [Ss] turns	4	67%
Individual turns	0	0%

Total Interactions (Utterances) in this section	20	100 %
Teacher utterances	16	80%
Class utterances	0	0%
Group [Ss] utterances	4	20%
Individual turns	0	0%

**Segment 9**

Total Interactions (Turns) in this section	44	100 %
Teacher turns	24	54%
Class turns	0	0%
Group [Ss] turns	7	16 %
Individual turns	13	30 %

Total Interactions (Utterances) in this section	54	100 %
Teacher utterances	34	63%
Class utterances	0	0%
Group [Ss] utterances	7	13%
Individual utterances	13	24%

**Segment 10**

Total Interactions (Turns) in this section	22	100 %
Teacher turns	13	59%
Class turns	3	14%
Group [Ss] turns	2	9%
Individual turn	4	18%

Total Interactions (Utterances) in this section	74	100 %
Teacher utterances	65	88%
Class utterances	3	4%
Group [Ss] utterances	2	3%
Individual utterances	4	5%

### ***Segment 11***

Total Interactions (Turns) in this section	11	100 %
Teacher turns	6	55%
Class turns	4	36%
Group [Ss] turns	0	0%
Individual turns	1	9%

Total Interactions (Utterances) in this section	36	100 %
Teacher utterances	31	86%
Class utterances	4	11%
Group [Ss] utterances	0	0%
Individual utterances	1	3%

### **Total percentage of transcript 1**

Total Interactions (Turns) in this section	391	100 %
Teacher turns	223	57%
Class turns	92	23%
Group [Ss] turns	45	12%
Individual turns	31	8 %

Total Interactions in this section	676	100 %
Teacher utterances	508	75%
Class utterances	92	14%
Group [Ss] utterances	45	7%
Individual utterances	31	5%

## Transcript 2

### *Segment 1*

Total Interactions (Turns) in this section	33	100 %
Teacher turns	16	49%
Class turns	9	27 %
Group [Ss] turns	3	9%
Individual turns	5	15%

Total Interactions (Utterances) in this section	57	100 %
Teacher utterances	40	70%
Class utterances	9	16%
Group [Ss] utterances	3	5%
Individual utterances	5	9%

### *Segment 2*

Total Interactions (Turns) in this section	33	100 %
Teacher turns	18	55%
Class turns	12	36%
Group [Ss] turns	0	0%
Individual turns	3	9%

Total Interactions (Utterances) in this section	74	100 %
Teacher utterances	59	80%
Class utterances	12	16%
Group [Ss] utterances	0	0%
Individual utterance	3	4%

### *Segment 3*

Total Interactions (Turns) in this section	3	100 %
Teacher turns	2	67%
Class turns	1	33%
Group [Ss] turns	0	0%
Individual turns	0	0%

Total Interactions (Utterances) in this section	16	100 %
Teacher utterances	15	94%
Class utterances	1	6%
Group [Ss] utterances	0	0%
Individual utterance	0	0%

### *Segment 4*

Total Interactions (Turns) in this section	78	100 %
Teacher turns	36	46%
Class turns	23	30%
Group [Ss] turns	4	5%
Individual turns	15	19%

Total Interactions (Utterances) in this section	96	100 %
Teacher utterances	54	56%
Class utterances	23	24%
Group [Ss] utterances	4	4%
Individual utterances	15	16%

**Segment 5**

Total Interactions (Turns) in this section	48	100 %
Teacher turns	25	52%
Class turns	23	48%
Group [Ss] turns	0	0%
Individual turns	0	0%

Total Interactions (Utterances) in this section	59	100 %
Teacher utterances	36	61%
Class utterances	23	39%
Group [Ss] utterances	0	0%
Individual utterance	0	0%

**Segment 6**

Total Interactions (turns) in this section	13	100 %
Teacher turns	7	54%
Class turns	0	0%
Group [Ss] turns	3	23%
Individual turns	3	23 %

Total Interactions (Utterances) in this section	35	100 %
Teacher utterances	29	83%
Class utterances	0	0%
Group [Ss] utterances	3	8.5%
Individual utterance	3	8.5%

***Segment 7***

Total Interactions (Turns) in this section	17	100 %
Teacher turns	10	59%
Class turns	0	0%
Group [Ss] turns	5	29%
Individual turns	2	12%

Total Interactions (Utterances) in this section	71	100 %
Teacher utterances	64	90%
Class utterances	0	0%
Group [Ss] utterances	5	7%
Individual utterances	2	3%

***Segment 8***

Total Interactions (Turns) in this section	89	100 %
Teacher turns	52	58%
Class turns	26	29%
Group [Ss] turns	6	7%
Individual turns	5	6%

Total Interactions (Utterances) in this section	137	100 %
Teacher utterances	100	73%
Class utterances	26	19%
Group [Ss] utterances	6	4%
Individual utterances	5	4%

***Segment 9***

Total Interactions (Turns) in this section	35	100 %
Teacher turns	18	51%
Class turns	15	43%
Group [Ss] turns	1	3%
Individual turns	1	3%

Total Interactions (Utterances) in this section	74	100 %
Teacher utterances	57	78%
Class utterances	15	20%
Group [Ss] utterances	1	1%
Individual utterances	1	1%

***Segment 10***

Total Interactions (Turns) in this section	66	100 %
Teacher turns	34	51%
Class turns	23	35%
Group [Ss] turns	3	5%
Individual turns	6	9%

Total Interactions (Utterances) in this section	107	100 %
Teacher utterances	75	70%
Class utterances	23	21%
Group [Ss] utterances	3	3%
Individual utterances	6	6%

### ***Segment 11***

Total Interactions (Turns) in this section	7	100 %
Teacher turns	4	57%
Class turns	0	0%
Group [Ss] turns	2	29%
Individual turns	1	14%

Total Interactions (Utterances) in this section	37	100 %
Teacher utterances	34	92%
Class utterances	0	0%
Group [Ss] utterances	2	5%
Individual utterances	1	3%

### **Total percentage of transcript 2**

Total Interactions (Turns) in this section	422	100 %
Teacher turns	222	53%
Class turns	132	31%
Group [Ss] turns	27	6%
Individual turns	41	10%

Total Interactions in this section	763	100 %
Teacher utterances	563	74%
Class utterances	132	17%
Group [Ss] utterances	27	4%
Individual utterance	41	5%

### Transcript 3

#### *Segment 1*

Total Interactions (Turns) in this section	4	100 %
Teacher turns	2	50%
Class turns	2	50%
Group [Ss] turns	0	0%
Individual turns	0	0%

Total Interactions (Utterances) in this section	6	100 %
Teacher utterances	4	67%
Class utterances	2	33%
Group [Ss] utterances	0	0%
Individual utterances	0	0%

#### *Segment 2*

Total Interactions (Turns) in this section	20	100 %
Teacher turns	9	45%
Class turns	1	5%
Group [Ss] turns	6	30%
Individual turns	4	20%

Total Interactions (Utterances) in this section	36	100 %
Teacher utterances	25	69%
Class utterances	1	3%
Group [Ss] utterances	6	17%
Individual utterance	4	11%

### ***Segment 3***

Total Interactions (Turns) in this section	16	100 %
Teacher turns	8	50%
Class turns	6	38%
Group [Ss] turns	2	12%
Individual turns	0	0%

Total Interactions (Utterances) in this section	23	100 %
Teacher utterances	15	65%
Class utterances	6	26%
Group [Ss] utterances	2	9%
Individual utterance	0	0%

### ***Segment 4***

Total Interactions (Turns) in this section	15	100 %
Teacher turns	8	53%
Class turns	4	27%
Group [Ss] turns	3	20%
Individual turns	0	0%

Total Interactions (Utterances) in this section	26	100 %
Teacher utterances	19	73%
Class utterances	4	15%
Group [Ss] utterances	3	12%
Individual utterances	0	0%

**Segment 5**

Total Interactions (Turns) in this section	103	100 %
Teacher turns	61	59%
Class turns	39	38%
Group [Ss] turns	0	0%
Individual turns	3	3%

Total Interactions (Utterances) in this section	125	100 %
Teacher utterances	83	67%
Class utterances	39	31%
Group [Ss] utterances	0	0%
Individual utterance	3	2%

**Segment 6**

Total Interactions (Turns) in this section	97	100 %
Teacher turns	51	53%
Class turns	40	41%
Group [Ss] turns	3	3%
Individual turns	3	3%

Total Interactions (Utterances) in this section	121	100 %
Teacher utterances	75	63%
Class utterances	40	33%
Group [Ss] utterances	3	2%
Individual utterance	3	2%

**Segment 7**

Total Interactions (Turns) in this section	20	100 %
Teacher turns	12	60%
Class turns	2	10%
Group [Ss] turns	3	15%
Individual turns	3	15%

Total Interactions (Utterances) in this section	62	100 %
Teacher utterances	54	87%
Class utterances	2	3%
Group [Ss] utterances	3	5%
Individual utterances	3	5%

**Segment 8**

Total Interactions (Turns) in this section	5	100 %
Teacher turns	2	40%
Class turns	3	36%
Group [Ss] turns	0	0%
Individual turns	0	0%

Total Interactions (Utterances) in this section	8	100 %
Teacher utterances	5	63%
Class utterances	3	37%
Group [Ss] utterances	0	0%
Individual utterance	0	0%

**Segment 9**

Total Interactions (Turns) in this section	26	100 %
Teacher turns	12	46%
Class turns	12	46%
Group [Ss] turns	2	8%
Individual turns	0	0%

Total Interactions (Utterances) in this section	33	100 %
Teacher utterances	19	58%
Class utterances	12	36%
Group [Ss] utterances	2	6%
Individual utterance	0	0%

**Segment 10**

Total Interactions (Turns) in this section	10	100 %
Teacher turns	6	60%
Class turns	2	20%
Group [Ss] turns	2	20%
Individual turns	0	0%

Total Interactions (Utterances) in this section	25	100 %
Teacher utterances	21	84%
Class utterances	2	8%
Group [Ss] utterances	2	8%
Individual utterances	0	0%

### **Total percentage of transcript 3**

Total Interactions (Turns) in this section	316	100 %
Teacher turns	171	54%
Class turns	111	35%
Group [Ss] turns	21	7%
Individual turns	13	4%

Total Interactions (Utterances) in this section	465	100 %
Teacher utterances	320	69%
Class utterances	111	24%
Group [Ss] utterances	21	5%
Individual utterance	13	3%

### **Transcript 4**

#### ***Segment 1***

Total Interactions (Turns) in this section	132	100 %
Teacher turns	68	51%
Class turns	50	38%
Group [Ss] turns	13	10%
Individual turns	1	0.8%

Total Interactions (Utterances) in this section	197	100 %
Teacher utterances	133	67%
Class utterances	50	25%
Group [Ss] utterances	13	7%
Individual utterances	1	1%

### ***Segment 2***

Total Interactions (Turns) in this section	47	100 %
Teacher turns	23	49%
Class turns	23	49%
Group [Ss] turns	1	2%
Individual turns	0	0%

Total Interactions (Utterances) in this section	51	100 %
Teacher utterances	27	53%
Class utterances	23	45%
Group [Ss] utterances	1	2%
Individual utterances	0	0%

### ***Segment 3***

Total Interactions (Turns) in this section	146	100 %
Teacher utterances	75	51%
Class utterances	46	32%
Group [Ss] utterances	5	3%
Individual utterance	20	14%

Total Interactions (Utterances) in this section	208	100 %
Teacher utterances	137	66%
Class utterances	46	22%
Group [Ss] utterances	5	2%
Individual utterance	20	10%

***Segment 4***

Total Interactions (Turns) in this section	85	100 %
Teacher turns	47	55%
Class turns	27	32%
Group [Ss] turns	6	7%
Individual turns	5	6%

Total Interactions (Utterances) in this section	127	100 %
Teacher utterances	89	70%
Class utterances	27	21%
Group [Ss] utterances	6	5%
Individual utterances	5	4%

***Segment 5***

Total Interactions (Turns) in this section	191	100 %
Teacher turns	95	50%
Class turns	68	35%
Group [Ss] turns	15	8%
Individual turns	13	7%

Total Interactions (Utterances) in this section	285	100 %
Teacher utterances	189	66%
Class utterances	68	24%
Group [Ss] utterances	15	5%
Individual utterance	13	5%

**Segment 6**

Total Interactions (Turns) in this section	29	100 %
Teacher turns	16	55%
Class turns	9	31%
Group [Ss] turns	4	14%
Individual turns	0	0%

Total Interactions (Utterances) in this section	55	100 %
Teacher utterances	42	76%
Class utterances	9	16%
Group [Ss] utterances	4	7%
Individual utterance	0	0%

**Total percentage of transcript 4**

Total Interactions (Turns) in this section	630	100 %
Teacher turns	324	51%
Class turns	223	35%
Group [Ss] turns	44	7%
Individual turns	39	6%

Total Interactions (Utterances) in this section	923	100 %
Teacher utterances	617	67%
Class utterances	223	24%
Group [Ss] utterances	44	5%
Individual utterance	39	4%

## Transcript 5

### *Segment 1*

Total Interactions (Turns) in this section	45	100 %
Teacher turns	25	55%
Class turns	9	20%
Group [Ss] turns	4	9%
Individual turns	7	16%

Total Interactions (Utterances) in this section	77	100 %
Teacher utterances	57	74%
Class utterances	9	12%
Group [Ss] utterances	4	5%
Individual utterances	7	9%

### *Segment 2*

Total Interactions (Turns) in this section	124	100 %
Teacher turns	62	50%
Class turns	43	35%
Group [Ss] turns	11	9%
Individual turns	8	6%

Total Interactions (Utterances) in this section	147	100 %
Teacher utterances	85	58%
Class utterances	43	29%
Group [Ss] utterances	11	8%
Individual utterance	8	5%

### ***Segment 3***

Total Interactions (Turns) in this section	64	100 %
Teacher turns	36	56%
Class turns	9	14%
Group [Ss] turns	0	0%
Individual turns	19	30%

Total Interactions (Utterances) in this section	112	100 %
Teacher utterances	84	75%
Class utterances	9	8%
Group [Ss] utterances	0	0%
Individual utterances	19	17%

### ***Segment 4***

Total Interactions (Turns) in this section	90	100 %
Teacher turns	41	46%
Class turns	45	50%
Group [Ss] turns	3	3%
Individual turns	1	1%

Total Interactions (Utterances) in this section	134	100 %
Teacher utterances	85	63%
Class utterances	45	34%
Group [Ss] utterances	3	2%
Individual utterances	1	1%

***Segment 5***

Total Interactions (Turns) in this section	1	100 %
Teacher turns	1	100%
Class turns	0	0%
Group [Ss] turns	0	0%
Individual turns	0	0%

Total Interactions (Utterances) in this section	1	100 %
Teacher utterances	1	100%
Class utterances	0	0%
Group [Ss] utterances	0	0%
Individual Utterances	0	0%

***Segment 6***

Total Interaction (Turns) in this section	35	100 %
Teacher turns	18	51.4%
Class turns	7	20%
Group [Ss] utterances	0	0%
Individual turns	10	28.6%

Total Interactions (Utterances) in this section	50	100 %
Teacher utterances	33	66%
Class utterances	7	14%
Group [Ss] utterances	0	0%
Individual utterances	10	20%

**Segment 7**

Total Interactions (Turns) in this section	1	100 %
Teacher turns	1	100%
Class turns	0	0%
Group [Ss] turns	0	0%
Individual turns	0	0%

Total Interactions (Utterances) in this section	1	100 %
Teacher utterances	1	100%
Class utterances	0	0%
Group [Ss] utterances	0	0%
Individual Utterances	0	0%

**Total percentage of transcript 5**

Total Interactions (Turns) in this section	360	100 %
Teacher turns	184	51%
Class turns	113	31%
Group [Ss] turns	18	5%
Individual turns	45	13%

Total Interactions (Utterances) in this section	522	100 %
Teacher utterances	346	66%
Class utterances	113	22%
Group [Ss] utterances	18	3%
Individual utterances	45	9%

## Transcript 6

### *Segment 1*

Total Interactions (Turns) in this section	15	100 %
Teacher turns	8	53%
Class turns	1	7%
Group [Ss] turns	2	13%
Individual turns	4	27%

Total Interactions (Utterances) in this section	33	100 %
Teacher utterances	26	79%
Class utterances	1	3%
Group [Ss] utterances	2	6%
Individual utterances	4	12%

### *Segment 2*

Total Interactions (Turns) in this section	35	100 %
Teacher turns	17	49%
Class turns	9	26%
Group [Ss] turns	5	14%
Individual turns	4	11%

Total Interactions (Utterances) in this section	84	100 %
Teacher utterances	46	54%
Class utterances	9	11%
Group [Ss] utterances	25	30%
Individual utterances	4	5%

### ***Segment 3***

Total Interactions (Turns) in this section	5	100 %
Teacher turns	3	60%
Class turns	0	0%
Group [Ss] turns	2	40%
Individual turns	0	0%

Total Interactions (Utterances) in this section	23	100 %
Teacher utterances	21	91%
Class utterances	0	0%
Group [Ss] utterances	2	9%
Individual utterances	0	0%

### ***Segment 4***

Total Interactions (Turns) in this section	20	100 %
Teacher turns	10	50%
Class turns	0	0%
Group [Ss] turns	6	30%
Individual turns	4	20%

Total Interactions (Utterances) in this section	40	100 %
Teacher utterances	22	55%
Class utterances	0	0%
Group [Ss] utterances	14	35%
Individual utterances	4	10%

**Segment 5**

Total Interactions (Turns) in this section	148	100 %
Teacher turns	76	51%
Class turns	28	19%
Group [Ss] turns	34	23%
Individual turns	10	7%

Total Interactions (Utterances) in this section	288	100 %
Teacher utterances	216	75%
Class utterances	28	10%
Group [Ss] utterances	34	12%
Individual utterances	10	3%

**Segment 6**

Total Interactions (Turns) in this section	59	100 %
Teacher turns	34	58%
Class turns	5	8%
Group [Ss] turns	3	5%
Individual turns	17	29%

Total Interactions (Utterances) in this section	88	100 %
Teacher utterances	63	72%
Class utterances	5	6%
Group [Ss] utterances	3	3%
Individual utterances	17	19%

**Segment 7**

Total Interactions (Turns) in this section	9	100 %
Teacher turns	6	67%
Class turns	1	11%
Group [Ss] turns	1	11%
Individual turns	1	11%

Total Interactions (Utterances) in this section	36	100 %
Teacher utterances	33	91%
Class utterances	1	3%
Group [Ss] utterances	1	3%
Individual utterances	1	3%

**Segment 8**

Total Interactions (Turns) in this section	14	100 %
Teacher turns	8	57%
Class turns	1	7%
Group [Ss] turns	3	22%
Individual turns	2	14%

Total Interactions (Utterances) in this section	43	100 %
Teacher utterances	37	86%
Class utterances	1	2%
Group [Ss] utterances	3	7%
Individual utterances	2	5%

### **Total percentage of transcript 6**

Total Interactions (Turns) in this section	305	100 %
Teacher turns	162	53%
Class turns	45	15%
Group [Ss] turns	56	18%
Individual turns	42	14%

Total Interactions (Utterances) in this section	635	100 %
Teacher utterances	464	73%
Class utterances	45	7%
Group [Ss] utterances	84	13%
Individual utterances	42	7%

### **Utterances in lesson transcripts by percentage**

#### **Total percentage of transcript 1**

Total Interactions (Turns) in this section	391	100 %
Teacher turns	223	57%
Class turns	92	23%
Group [Ss] turns	45	12%
Individual turns	31	8 %

Total Interactions in this section	676	100 %
Teacher utterances	508	75%
Class utterances	92	14%
Group [Ss] utterances	45	7%
Individual utterances	31	5%

### **Total percentage of transcript 2**

Total Interactions (Turns) in this section	422	100 %
Teacher turns	222	53%
Class turns	132	31%
Group [Ss] turns	27	6%
Individual turns	41	10%

Total Interactions in this section	763	100 %
Teacher utterances	563	74%
Class utterances	132	17%
Group [Ss] utterances	27	4%
Individual utterance	41	5%

### **Total percentage of transcript 3**

Total Interactions (Turns) in this section	316	100 %
Teacher turns	171	54%
Class turns	111	35%
Group [Ss] turns	21	7%
Individual turns	13	4%

Total Interactions (Utterances) in this section	465	100 %
Teacher utterances	320	69%
Class utterances	111	24%
Group [Ss] utterances	21	5%
Individual utterance	13	3%

#### **Total percentage of transcript 4**

Total Interactions (Turns) in this section	630	100 %
Teacher turns	324	51%
Class turns	223	35%
Group [Ss] turns	44	7%
Individual turns	39	6%

Total Interactions in this section	923	100 %
Teacher utterances	617	67%
Class utterances	223	24%
Group [Ss] utterances	44	5%
Individual utterance	39	4%

#### **Total percentage of transcript 5**

Total Interactions (Turns) in this section	360	100 %
Teacher turns	184	51%
Class turns	113	31%
Group [Ss] turns	18	5%
Individual turns	45	13%

Total Interactions (Utterances) in this section	522	100 %
Teacher utterances	346	66%
Class utterances	113	22%
Group [Ss] utterances	18	3%
Individual utterance	45	9%

**Total percentage of transcript 6**

Total Interactions (Turns) in this section	305	100 %
Teacher turns	162	53%
Class turns	45	15%
Group [Ss] turns	56	18%
Individual turns	42	14%

Total Interactions (Utterances) in this section	635	100 %
Teacher utterances	464	73%
Class utterances	45	7%
Group [Ss] utterances	84	13%
Individual utterances	42	7%

**Total percentages of all transcripts (Turns)**

Total Interactions (Turns) in this section	2424	100 %
Teacher turns	1286	53%
Class turns	716	29%
Group [Ss] turns	211	9%
Individual turns	211	9%

**Total percentages of all transcripts (Utterances)**

Total Interactions (Utterances) in this section	3984	100 %
Teacher utterances	2818	71%
Class utterances	716	18%
Group [Ss] utterances	239	6%
Individual utterance	211	5%