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新北市高中英文教師教學專業能力指標建構之研究

A Study on the Development of Professional Teaching Competence

Indicators for Senior High School English Teachers

in New Taipei City

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IN NEW TAIPEI CITY

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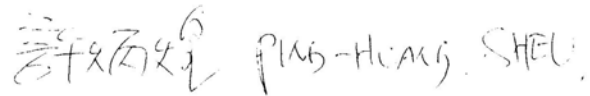
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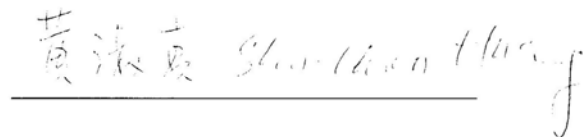
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**To Dr. Ping-Huang Sheu**

獻給我的恩師許炳煌教授



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國立政治大學英國語文學系英語教學碩士在職專班  
碩士論文提要

論文名稱：新北市高中英文教師教學專業能力指標建構之研究

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論文提要內容：

有鑑於近年來教育當局對於提升教師教育專業能力的重視以及陸續於一般中等學校計劃實施教師專業評鑑的努力，本研究旨在建構高中英語教師之教學專業能力指標，瞭解 279 位現職於 22 所公立高中之新北市高中英文教師對於各指標重要性看法之差異，並針對性別、學歷、學校規模、教學年資等社會背景的教師分析其看法之不同。依據文獻探討與專家效度實施之結果，共建立 5 大能力層面、13 個向度、以及 47 個指標。問卷分析採用階層程序分析法(AHP)，得出各向度之權重值，排序結果如下：

1. 規劃能力：教學規劃比課程規劃重要；這兩項中分別又以規劃適當教學活動及規劃教學程序為重要指標。
2. 教學能力：溝通能力與英文能力尤其重要；這兩項中分別又以良好口頭溝通技巧及自我表達能力為重要指標。
3. 管理能力：班級管理比資源管理重要；而班級管理中又以良好師生互動為重要指標。
4. 專業成長：掌握學習機會比進行教學研究與革新重要；而掌握學習機會中又以反思個人教學與追求專業成長為重要指標。
5. 教學道德：工作態度比專業精神重要；而工作態度中又以與學校同事、學生家長、與附近社區建立良好工作關係為重要指標。

在各向度的指標中，與教學有關係者較受青睞。各背景的教師與所有教師的看法傾



向於一致，只顯示些微的差別。

依據研究結果，本研究亦針對教育當局及高中英文教師提出建議，對於未來研究方向也提出一些看法，以期對英文教學有些許貢獻。



**關鑑字：**高中英文教師，階層程序分析法(AHP)，英文教學，高中英文教師教學專業能力指標

## Abstract

Academic authorities have recently laid their prominence on upgrading teachers' professional competence with the reform efforts of implementing evaluating professional competence on teachers in middle schools. The current study aimed to explore the indicators for evaluating senior high school English teachers' professional competence, and at the same time, to provide English teachers access to improve and increase teaching efficiency by showing the rankings of indicators under each sub-criterion investigated from 279 English teachers with 4 social background variants in 22 public senior high schools in New Taipei City. The social background variants included gender, educational backgrounds, school size, and total teaching years. In accordance with literature review and expert validity, 5 criteria, 13 sub-criteria, and 47 indicators were established as evaluating standards. The Analytic Hierarchy Process (AHP) was employed and the results indicated that:

1. Planning competence: Teaching planning was more important than course planning. Planning appropriate teaching activities and developing teaching procedures were considered to be the most important in the two sub-criteria respectively.

2. Teaching competence: Communicative competence and English language competence were the first two priorities, but presentation of teaching materials the last. Good oral communicative skills and self-expressive ability were labeled as the most essential indicators respectively.

3. Management competence: Classroom management was rather prominent than resources management. Good teacher-student interaction was especially viewed as important in classroom management.

4. Professional development: Grasping opportunities to learn was taken more significant than conducting teaching research and teaching innovation. In grasping opportunities to learn, reflecting on one's teaching and seeking professional development were seen as more important than others.

5. Teaching ethics: Working attitude was of higher significance than professionalism,

especially establishing good working relationship with school staff, students' parents, and surrounding communities.

In conclusion, indicators which were more helpful to teaching were more favored. Despite their different social backgrounds, teachers tended to show similar opinions on the development of their professional competence. According to the results of the study, some suggestions were provided for professional development of English teachers, teacher training, gender differences of English teachers, teaching experiences, and future studies.



**Keywords:** senior high school English teachers, Analytic Hierarchy Process (AHP), English language teaching, professional teaching competence indicators for senior high school English teachers

# CHAPTER ONE

## INTRODUCTION

As being recognized by educators over many years, good English proficiency always contributes to success, not only in exploring the world of knowledge, but also in surviving in this competitive world. Knowing English and using it appropriately will help one get access to knowledge, communicate with people and thus build links with different cultures, push one's career forward, and enjoy various art forms. To benefit from the advantages through good English proficiency, successful English learning is, thus, very important. In fact, it relies on effective English teaching, which usually stems from instruction of professional English teachers. So to speak, English teachers, undoubtedly, need to improve their professional teaching competence for the purpose of promoting student's learning effect. If there is a sound set of indicators which can serve as a tool of inspecting and improving teachers' professional competence, it may offer great help in teaching, and students' successful learning effects can be expected.

This chapter was divided into 5 sections. Section one was on the background and motivation of conducting the study, followed by the purposes of the study, and the research questions. Section three presented the definitions of key terms used in the present study. And finally, the significance of the study was given.

### **Background and Motivation**

According to British Council (2010), about 1,500 million people in the world speak English, with about 375 million as native language and as second language, and the rest as a foreign language. Another 1,000 million are learning it. The reasons of learning are many. First, English provides the most prevalent access of knowledge. English is typically the language of books, science, the press, news report, programs, social media networks, and websites. Moreover, English provides better communication of information. 75% of the world's letters and postcards are written in English. In addition, English is the most

frequently used language in international conferences, associations, organizations, competitions and academy. Third, knowing English helps gain professional knowledge, use computer more effectively, express oneself without difficulty, and learn new skills in jobs. All of these offer people better opportunities in jobs. Of course, life can be expanded with better language ability. Through the media of English, people are capable of enjoying more art forms of varied cultures. In sum, if one can speak English, he is able to get access to knowledge, communicate with people, obtain advanced training or higher education, higher employment opportunities, and even higher living quality.

Since learning English has become important in this increasingly interconnected and globalized world, the ability of teaching English efficiently appears to be more important. In Taiwan, English plays a vital role from fostering socioeconomic development, facilitating scientific and technological advances, to enhancing national competitiveness. Consequently, when considering Taiwan's English education, English teachers' knowledge of the target language and teaching competence should be viewed as an essential factor for successful English learning. Research has revealed that many teachers are reluctantly to learn and to implement other adequate methodologies except relying on their own beliefs processing from their own personal experiences and prior knowledge (Chuang, Chuang, & Fu, 2010; Duarte, 1998; Freeman, 1993). To teach English more efficiently, English teachers are expected to change, being more professional and teaching in more creative ways.

The necessity for English teachers to strengthen their professional competence can also be seen from the competitive reality in nowadays teaching environment. According to Teacher Education Act (MOE, 2010) in Taiwan, those who hold the following three qualifications can be certified as teachers in public schools: (1) holding educational qualifications of a university degree or higher, (2) having completed the ordinary curriculum, specialized courses, and education concentration courses, and practicum, and (3) having graduated from university and obtained a certificate of pre-service teacher education.

For the first qualification, according to Department of Statistics (2009), 57% out of the 35,580 senior high school teachers hold an English bachelor's degree, and the rest an English master's degree. The lower and lower birth rate in Taiwan's society brings another source of competitive pressure. In a society that fewer and fewer couples are willing to give birth to a child, to find a vacancy in a public school becomes more difficult. As a result, English teachers need to be more competent for the purpose of getting a teaching job. Clearly, in order to respond to the urgency of cultivating outstanding English teachers and to the promotion of professional competence, English teachers are required to be responsible for their own professional development, and a sound system of indicators for evaluating the development regularly becomes indispensable.

Three reasons contributed to the motivation of conducting the present study. First, the studies on English teaching competence in Taiwan mainly focus primarily on elementary (Chang, 1996; Cheng, 1996; Qian, 1998; Shi, 1998; Wu, 1999) and junior high schools (Chang, 2002; Sheu, 2004; Shieh, 1997). As to the stage of preparing learners for advanced study and language use in the near future, few research are found on English teachers in senior high schools.

Second, New Taipei City is the biggest administrative district in Taiwan. Most inhabitants come from different parts of Taiwan to seek better career development. They hold different socio-cultural backgrounds. This creates the complexity of the teachers and students sources, which may not be fully accounted for by the research done on other cities in Taiwan.

Last, while the previous research focused mainly on establishing the indicators for evaluating teachers' professional competence, few of them investigated teachers' beliefs about the indicators. The present research attempted to combine both, and furthermore, identified the rankings of the indicators based on New Taipei City English teachers' beliefs with the employment of the Analytic Hierarchy Process (AHP).

## Purposes of the Study and Research Questions

This research aimed to ascertain senior high school English teachers' beliefs about teaching competence in New Taipei City. Besides, the researcher was interested in the relative prominence of indicators to English teachers. Therefore, an Analytic Hierarchy Process (AHP) was carried out to find out the ranking of the indicators to reveal the opinions of the senior high school English teachers in New Taipei City.

This study attempted to answer the following questions:

1. To senior high school English teachers in New Taipei City, what was the importance of the indicators for evaluating their professional teaching competence?
2. To senior high school English teachers in New Taipei City, what was the relative prominence among the professional teaching competence indicators?
3. To senior high school English teachers with different social backgrounds in New Taipei City, what were the differences among their thinking about the relative prominence among the professional teaching competence indicators?

### Definition of Terms

Some terms used in this study needed to be defined for better understanding of the study.

#### Senior High School English Teachers

This indicates the certified English teachers, who have been recognized by MOE in Taiwan to be English teachers in public senior high schools. In the present study, senior high school English teachers meant the qualified English teachers teaching in public senior high schools in New Taipei City.

#### Professional Teaching Competence

Teaching is a profession which involves demanding and challenging tasks. Meeting the demands takes not only tremendous will, capacity, preparation but also continuous learning and enthusiasm. According to Benveniste (1987), "profession" includes (1)

techniques based on scientific knowledge, (2) on-going in-service professional development and training, (3) control and choice of professional members, (4) working ethics and regulations, (5) enthusiasm, and (6) a professional organization. National

As marked by Freeman (1993), teaching is a professional rather than a discipline. Therefore, teacher's professional teaching competence is seen as important in the area of education. According to Shulman (1986, 1987), professional teaching competence which contributes to effective teaching includes teaching knowledge (subject matter knowledge, and how teachers conceptualize the teaching curricular and content) (Shulman, 1987), teaching skills, and dispositions that underlie the capacity to teach effectively. As was contended by Bradley (1995), a teacher's professional teaching competence mainly lies in his capacity to motivate and guide students during the process of learning.

### **English Teachers' Professional Teaching Competence**

Shulman (1986, 1987) and Bradley (1995) defined that English teachers' professional teaching competence in this study meant the overall capacity necessary to achieve effective teaching, no matter in developing English teaching knowledge or in successfully carrying out teaching tasks or in communicating ideas with students by means of English, and the skills to motivate and to guide students effectively during the teaching and learning process.

### **English Teachers' Professional Teaching Competence Indicators**

According to Johnstone (1981), indicators are a type of statistics for measurement, which reflects the influential factors of an event which the researcher takes interest in. Cuttance (1990) took indicators as instruction, used to understand and measure the quality and quantity of an event. From the definitions above, in this study, "indicators" were not only the competence that English teachers were expected to have but the standards used for measuring senior high school English teachers' professional competence. In the present study, the indicators system was classified into three levels, criteria, sub-criteria, and indicators, so as to give an account of the professional competence senior high school



teachers were expected to have in New Taipei City. Among the three levels, criteria referred to the main category of teaching competence, sub-criteria the main content of each criterion, and indicators the knowledge, techniques, and attitude under each sub-criterion.

In this study, 47 indicators were found out, which were further categorized into 13 sub-criteria, and then 5 criteria, to be used as standards to evaluate English teachers' professional teaching competence.

### **Analytic Hierarchy Process (AHP)**

According to Satty (1977), by means of the comprehensive and rational hierarchical framework constructed by the complex factors in relation to the overall goal, a decision maker is able to evaluate the relative prominence of the multiple factors, the interaction among the factors, and thus to make an appropriate decision.

Based on Yang's (2010) model, which applied AHP as a tool in investigating Elementary English teachers' beliefs in Taipei City, a similar model was established in the present study. The goal was to find out the professional teaching competence indicators for senior high school English teachers in New Taipei City.

### **Significance of the Study**

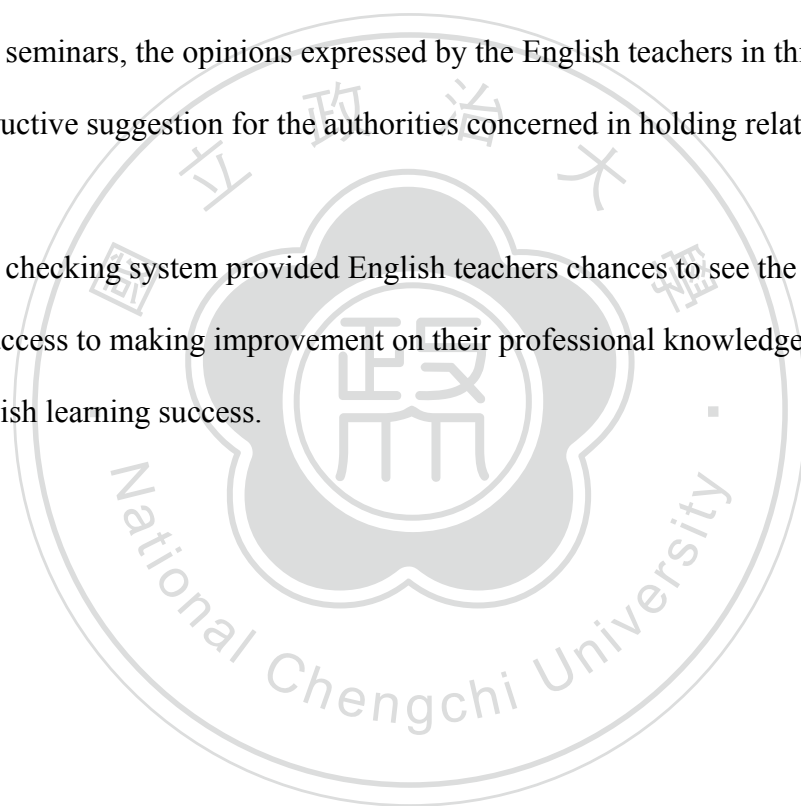
This topic was identified as being important in that the results might offer at least 4 functions to both English teachers and academic authorities:

Firstly, the results could be seen as one of the guidelines for senior high school English teachers to check and improve their teaching proficiency. To respond to the need of opening the door of knowledge, communication with other countries, culture exchanges, information collection, social and science advancement, and all the benefits English language brings, English teachers are due to develop sufficient English competence and take on the responsibility of improving students' English ability. Therefore, a checking system for English teachers themselves to evaluate and promote their teaching proficiency seems necessary.

Furthermore, the indicators could serve as an evaluating system for the educational administrators to examine senior high school English teachers' teaching competence. As far as teaching is considered, a profession and all the teaching members are expected to possess the proficiency required to do the job well, and an evaluating system for the educational administrators to maintain teachers' teaching quality is indispensable.

Third, from the opinions reflected by English teachers, especially through AHP, educational administrators can know the fuci to help teachers to enrich their professional competence. To effectively increase teaching efficiency by means of teacher training, workshops, or seminars, the opinions expressed by the English teachers in this study may provide constructive suggestion for the authorities concerned in holding related activities for teachers.

Last, this checking system provided English teachers chances to see the defects in their teaching and access to making improvement on their professional knowledge, promoting students' English learning success.





## **CHAPTER TWO**

### **LITERATURE REVIEW**

As an important component of English education, professional competence of English teachers has received more attention and support in recent years. To ensure the successful implementation of English education, it has been imperative to strengthen the professional competence of English teachers, and to establish a set of indicators to evaluate the professional competence.

In this chapter, three major parts were discussed. The first section was on current English instruction in Taiwan and in New Taipei City, in which some policies made by the government of Taiwan and New Taipei City were reviewed. Then the second was on the procedures of the establishing the indicators for evaluating English teachers' professional competence. After the exploration of evaluating indicators for general teachers and the review of competence required on English teachers from related studies, a set of evaluating indicators for English teachers was preliminarily established. On the basis of this system, the indicators were reassured by experts in English teaching area, and the questionnaire was thus ascertained after a pilot study. The last part was criticism on the related studies and conclusion of the benefits the present study would provide.

#### **Current English Instruction in Taiwan and in New Taipei City**

The English language has been the common language of the world for decades and the interchange in culture, economy, and politics among countries has demonstrated the significance of English. Because of this, when the government of Taiwan started to promote the role of Taiwan as Asia-Pacific Operations Center, Nine-Year Integrated Curriculum was announced by the Minister of Education (MOE) in 2001 for the purpose of upgrading the English education in Taiwan. The implementation of English education on both the fifth- and sixth- graders in elementary schools made a fundamental change on Taiwan's English education. After Taiwan joined the World Trade Organization (WTO) in

2002, Challenge 2008--National Development Plan—E-generation Talent Development Program (Executive Yuan, 2002) was carried out for raising e-generation's English ability as a primary goal. In 2009, Research, Development and Evaluation Commission of the Executive Yuan was appointed to deliberate English Promotion Project, so as to improve Taiwan people's English ability (Executive Yuan, 2009).

English education in Taiwan is basically divided into three stages now. The nine years from elementary to junior high school marks the first stage under the guidance of Nine-Year Integrated Curriculum (MOE, 2003). Following that, the three years in senior high schools leads students into the second stage of English learning. At this stage, students have learned English for almost seven to nine years, aiming at equipping students with sufficient English proficiency to help them enter universities. The third stage is in universities, in which students are instructed to learn English for professional purposes and to make use of the language to pursue professional knowledge in certain areas.

With regard to elementary school English education, the implementation carried out in New Taipei City was almost the same with other places in Taiwan except some differences. From 1999, New Taipei City had decided to start its English education from the third-graders in public elementary schools. The practice was then extended to the fourth-graders in 2000. In response to Nine-Year Integrated Curriculum (MOE, 2003), both fifth- and sixth-graders participated in the practice, with two English hours in each week. A year later, the second-graders were also brought into the practice, though the practice was cancelled in 2003. In August 2006, English education in New Taipei City conducted its own English Medium-range Plan (New Taipei City, 2006) and such aspects like a comparison of English education with other Asian countries, curriculum development, moving English education forward to the first- and second-year elementary school students, teaching training, supporting measures, and evaluation of learning performance, were emphasized.

After that, in 2008, English Revitalization Program (New Taipei City, 2008) was

piloted in certain elementary schools, and was implemented in September, 2010, aiming at increasing English learning hours and activating teacher education, by which the New Taipei City government expected to strengthen students' English proficiency, to enhance students' interest and shorten learning gap between urban and rural areas.

The High School Revision Provisional Curriculum Guidelines (95 Guidelines) (MOE, 2004) and the Newly Revised High School Curriculum Guidelines (99 Guidelines) (MOE, 2008) maintained the continuity of Nine-Year Integrated Curriculum (MOE, 2003) and prepared high school students for the Joint College Entrance Examination. In improving English education, the Guidelines aimed to (1) help students put the four skills into practice in their daily communication, (2) cultivate logic thinking through creative and critical thinking trainings, (3) instruct students efficient learning strategies in order to develop autonomous learning, (4) elevate students' learning motivation and interest to autonomously explore the world knowledge, and (5) promote understanding and respect of diverse cultures. Consequently, the 99 Guidelines (MOE, 2008) differentiated curriculum into two tracks, basic (core curriculum) and advanced levels (core and enrichment curriculum), for reducing the twin-peak distribution of students' English scores on the senior high school entrance examination; and at the same time, provided students chances to adaptive learning under clear accounting of teaching objectives. In the learning process, to respect students' multi-intelligence, they were guided to comprehend, apply, analyze, conclude, and evaluate the points referred to in learning materials. According to 99 Guidelines (MOE, 2008), the teaching was rather learner-centered, multiple-intelligence concerned, and mass-media oriented. For the purpose of taking on the new challenge effectively, teachers were encouraged to develop professionalism, autonomy and flexibility in course planning. Therefore, teachers were urged to be engaged in professional development of subject content knowledge, material design and choice, teaching strategies, and evaluation skills through participation of teaching training activities and teaching research.

To sum up, from the efforts made by New Taipei City on English education, it was true to say that English education in New Taipei City was carried out with careful planning and long-term consideration. First, it was realized with different methods in response to different educational purposes in every period of education, no matter in elementary, junior, or senior high schools. Teaching foci were taken care of with the implementation of different educational policies, from the Nine-Year Integrated Curriculum (MOE, 2003) to the 95 Guidelines (MOE, 2004) and the 99 Guidelines (MOE, 2008).

Second, the courses were designed consistently and coherently for the preparation of the next period. The teaching hour was also arranged in an orderly way and step by step.

Then, the teaching approach was rather student-centered. The course content was more related to students' life; the teaching methods were more creative than traditional ones; and not only learning attitude but also learning strategies and motivation were at the same time stressed.

Finally, both the students and the teachers needed to be aware of the changes of English education nowadays. While the students were engaged in learning English in new ways, the teachers were encouraged to adjust their ways of teaching English through varied teaching training and research.

### **Establishment of Criteria and Indicators for Evaluating English Teachers'**

#### **Professional Competence**

Based on the definition given to English teachers' professional competence in chapter one, in this section, the researcher planned to find a set of competence criteria and indicators for evaluating English teachers' professional competence out of three ways. First, since English teachers were also one type of teachers, the researcher was able to set some criteria and indicators for evaluating English teachers' competence from the studies on competence recognized as important for evaluating general teachers' professional competence. Then, some competence criteria and indicators regarded as peculiar to

language teachers needed to be found out for English teachers from related studies to highlight the characteristics they were required to have. Third, through literature review, the realization of expert validity, pilot study, and re-categorization, a set of criteria and indicators appropriate for evaluating English teachers could be established.

### **Criteria and Indicators for Evaluating Teachers' Professional Competence**

Effective professional development for teachers plays a critical and long-term role in promoting students' learning success. This belief leads us to explore the criteria and indicators for evaluating a teacher's professional competence which may help achieve the goal of successful learning and accelerate our nation's future development. Based on the subjects of the related studies, these studies could be divided into three groups: indicators for evaluating elementary school, junior high school, senior high school, and general teachers. They would be discussed below.

#### ***For Elementary School Teachers***

In 1976, Taiwan Provincial Institute for Elementary Teachers' In-service Education (1976) published a report on elementary school teachers' basic teaching competence, in which a set of criteria and indicators for elementary school teachers was recorded, including subject knowledge, teaching competence, counseling ability, and operational capacity of school administration.

To effectively improve the teaching evaluation in Taiwan, Chang (1996), based on the ideas from Harris and Hill (1982), developed the criteria for evaluating elementary teachers' professional competence through literature review and the use of questionnaires on elementary teachers and administrators. In the study, he proposed that teachers should be encouraged to report on their positive teaching experiences. Besides, he noticed that teachers' moral was also important. Therefore, the indicators set for elementary teachers included subject knowledge and teaching techniques, professional teaching methods, knowledge and techniques of classroom management, doing teaching research and sharing



good practices, participation of teacher training activities, student counseling ability, leading a moral life, frequency of leave and sick leave, and absenteeism, and maintaining harmonious working relationship with colleagues and parents.

Zhu (1998), by means of literature review and questionnaire investigation on Taiwan's public elementary teachers and administrators, set seven criteria for evaluating elementary teachers' professional competence. The criteria comprised teaching planning and preparation, taking the initiative to implement strategies in teaching, professional development in teaching, communication and expressive skills, teacher cooperation and collaboration, strategies of activating teacher-student interaction, classroom management, and the last, providing administrative support and coordination.

Utilizing fuzzy Delphi, fuzzy AHP, fuzzy comprehensive evaluation method of application and literature review, Wu (1999) developed a set of indicators for evaluating Taiwan's elementary school teachers. He included the abilities of applying different teaching resources to teaching and participation of school affairs aside from the indicators mentioned by other scholars. The indicators he set for elementary school teachers were professional knowledge, professional preparation, teaching strategies and implementation capacity, learning evaluation, ability to use teaching resources, classroom management, a sense of responsibility, interpersonal communication skills, and school affair participation and service performance.

### ***For Junior High School Teachers***

With the application of Delphi, Shieh (1997) set some criteria for evaluating Taiwan's junior high school teachers' professional competence through the use of questionnaires on junior high school teachers. The criteria he set focused on teachers' attitude toward teaching and students and expected that the criteria could be a reference for course planning for teacher training and in-service training. The main criteria were teaching techniques, teaching attitude and standards, teaching and learning environment, and relationships with

colleagues and students. Thirty-five indicators were thus developed from the four criteria.

Some junior high schools in Taiwan also tried to find suitable indicators to evaluate teachers in their schools through periodical seminars. Kaohsiung Rui-feng Junior High School was a good example. In 2009, they built some indicators for “Teacher Professional Development Evaluation.” The major criteria were knowledge of education, knowledge of teaching and counseling, classroom management, interpersonal relationships, participation of school affairs, participation of teacher training activities and seminars, and crisis management ability.

Sheu (2004) investigated the opinions of southern Taiwan junior high school teachers’ on teachers’ professional competence evaluation and established a model. His model put special emphasis on teachers’ ability of crisis management and interaction with communities around the school. More importantly, he reminded teachers of the potential resources, which could be found easily in surrounding communities. The abilities he suggested for teachers to develop included professional knowledge, teaching methods, assessment, doing research and participating in seminars, moral standards, classroom management, student counseling ability, crisis management skills, administrative support and coordination, and good interaction with surrounding communities.

### ***For Senior High School Teachers***

Pitifully, for Taiwan’s senior high school teachers, one research was available on the criteria or indicators for evaluating teachers’ professional competence. Zhuo (2009) summarized the research of Danielson (2007), Texas Teacher Appraisal System (TTAS) (1996), and Massachusetts’ Principles of Effective Teaching (2005), set a preliminary system of indicators for evaluating senior high school teachers, and then after the realization of fuzzy Delphi for three times, gained the four criteria and 20 sub-criteria: teaching planning and preparation (effective teaching planning, effective learning evaluation, teaching results evaluation, representation of subject knowledge, learning results evaluation) , classroom management (establishing suitable learning environment,

effective management of students' conduct, effective management of teaching hours, physical arrangement, attention to justice and individual differences) , effective teaching (clear account of learning objectives, appropriate teaching techniques, creativity and reflection on teaching strategies, offering chances of success and participation, spontaneous evaluation and rewards), and professional responsibilities (professional development, participation of professional communities, promoting and evaluating students' development, interaction with parents, keeping teaching files), in terms of prominence. From the sub-criteria, 57 indicators were developed.

### ***For General Teachers***

In fact, teacher competence evaluation has long been recognized as important, and has been widely implemented. For example, National Board Certified Teachers (NBCTs) (1987), a department under American government developed a set of criteria to help American teachers to evaluate themselves. In their model, we found that respect to individuals and to individual differences was crucial. Therefore, they not only paid attention to teachers' professional development but to students' learning process. The teachers were expected to monitor students' performance and emotional conditions. Their teaching aimed to make students learn happily and completely understand what was taught under diverse teaching activities.

According to Shulman (1987), the knowledge for teaching comprises the following criteria: subject matter knowledge, general pedagogical knowledge, curricular knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of Educational contexts, and knowledge of educational purposes.

Entrusted by MOE, Ou et al. (1992) set some criteria for evaluating general teachers' competence with the implementation of literature review and questionnaires on Taiwan's general teachers, parents, and school administrators, in which the importance of promoting teaching quality and continuity of education development were manifested. His model

included the indicators like teaching knowledge and skills, knowledge and skills of classroom management, student counseling ability, doing teaching research and sharing good practices, participation of teacher training activities, participation of teaching organizations, teaching enthusiasm and professionalism of teaching, and the last, maintaining good working relationship with school administrators, teachers, and students' parents.

Under MOE's request, Pan et al. (2004) established a set of indicators for evaluating elementary and junior high school English teachers' teaching competence. The job involved a large scale of investigation, from literature review, panel discussions, to questionnaires and on-site investigation on both experts, elementary, and junior high school teachers. The indicators set in this study consisted of five criteria (planning, teaching, management, evaluation, and professional development), twelve sub-criteria (course planning, teaching planning, presentation of teaching materials, teaching techniques, learning evaluation, classroom management, resource management, teaching evaluation, course evaluation, self-growth, professional growth, and professional attitude), under which thirty-five indicators were built.

Clearly, successful language learning stems from teachers' efforts in teaching. Taiwan's government has long been dedicated to promoting teachers' professional growth. In 2006, Ministry of Education proposed a suggestive version for teachers to check their teaching competence. Four major criteria listed in this system were course design and teaching, classroom management and counseling, conducting research and participating in teacher training activities, and professionalism and attitude. Under the criteria, eighteen sub-criteria and 62 indicators were set up.

California Department of Education (2009) designed "California Standards for the Teaching Profession (CSTP)" to evaluate her teachers. The whole model could be described as learner-centered. It anticipated the learning success of ALL students; consequently, the teachers need to develop their curriculum with the consideration of

students' prior knowledge and life experience, to create enjoyable learning environment, and to adjust their curriculum according to students' needs.

In sum, the findings of the related studies above are summarized in the following table.

Table 1

Related Studies on Indicators for Evaluating Teachers' Professional Teaching Competence

School Level	Researcher	Subjects		Criteria, Sub-criteria, or Indicators
		General Teachers	English Teachers	
Elementary School Teachers	Taiwan Provincial Institute for Elementary Teachers' In-service Education (1976)	◎		4 Criteria and 12 Indicators
	Chang (1996)	◎		10 Indicators
	Zhu (1998)	◎		8 Indicators
	Wu (1999)	◎		9 Indicators
	Yang (2010)		◎	4 Criteria, 8 Sub-criteria, and 29 Indicators
Junior High School Teachers	Shieh (1997)	◎		4 Criteria and 26 Indicators
	Kaohsiung Rui-feng Junior High School (2009)	◎		7 Indicators
	Sheu (2004)	◎		10 Criteria and 40 Indicators
Senior High School Teachers	Zhuo (2009)	◎		4 Criteria, 20 Sub-criteria, and 57 Indicators
General Teachers	National Board Certified Teachers (1987)	◎		5 Criteria and 21 Indicators
	Shulman (1987)	◎		7 Indicators
	Ou et al. (1992)	◎		8 Indicators
	Pan et al. (2004)	◎		5 Criteria, 12 Sub-criteria, and 35 Indicators
	MOE (2006)	◎		4 Criteria, 18 Sub-criteria, and 62 Indicators
	California Department of Education (2009)	◎		6 Criteria and 37 Indicators

As discussed above, among the criteria or indicators referred to by researchers, some competences are highly emphasized when discussing general teachers' professional competence. While subject knowledge can contribute greatly to teacher development, constant professional training constitutes a cornerstone of teachers' professional development. It can be fulfilled by professional exchanges, instructional experimentations, and lesson observations (Sparks & Loucks-Horsley, 1990). The workplace also plays an important role in promoting teachers' teaching competence (Feiman-Nemser, 2001; Hargreaves, 1992; Little, 1990). It reflects the truth that teachers should not only be dedicated to their teaching but also need to cooperate with the colleagues (Hu, 2005). Furthermore, some individuals suggested that reflective capacity, which means the ability to engage in reflective thinking and teaching, helps teachers to grow professionally when they are faced with complex changes, uncertainty, and perplexity (Dewey, 1933; Schon, 1983) in teaching profession.

However, English education differentiates from other education in school greatly. It is teaching a language, which can be applied to help live in this ever-changing world, so it involves not only the competence a teacher should have but the competence a language teacher expected to possess to guide students to use English appropriately. Therefore, the evaluating indicators for general teachers were not detailed enough to describe the competence of English teachers. Besides these indicators, more indicators set for language teachers needed to be discovered.

### **Criteria and Indicators for Evaluating English Teachers' Professional Competence**

English teachers' professional competence can be generalized as the competence leading to effective English teaching and learning, which calls for teachers to develop the required knowledge, including the subject knowledge, pedagogical knowledge, methods to motivate and guide students, sensitivity to adjust teaching in accordance with individual differences, and understanding the expectations of the social, economic, and cultural

context. Since English has become the most widely learned foreign language in the world, effective teaching is considered the first priority for successful English learning. Therefore, as English teachers, how to extend one's professional competence in response to the demands entrusted by the society and students is essential.

For language teachers, apart from the common teaching competences, foreign language proficiency is viewed as crucial (Buchmann, 1984; Lafayette, 1993; Schulz, 2000; Shi, 1998). In other words, good language proficiency encompasses good command of language teaching theories and approaches, language curriculum and learning materials, instructional techniques, language assessment, language learning strategies, individual differences in language learning process, and effects of language education (Arnold, 1999; Brown, 2000; Richards & Rodgers, 2001). That means language teachers, besides being equipped with the knowledge of language teaching, are also required to understand the difficulties students encounter when learning the language through the use of appropriate assessments, teaching of learning strategies, and even the attention to individual differences.

Furthermore, the knowledge of language and language use is highly emphasized in today's language teaching (Ellis, 2003; Hedgcock, 2002; Macaro, 2003) since language is regarded as an important means for communication (Brumfit & Johnson, 1979; Canale & Swain, 1980; Halliday 1970; Hymes, 1972; Savignon, 1983). Therefore, language teachers are supposed to have good mastery of communicative competence no matter for guiding students or for self-expression. Theoretically, communicative competence generally consists of linguistic competence, sociolinguistic competence, discourse competence, and strategic competence. Language teachers are expected to have the competence, and then pass it on to students in the process of teaching or interacting with students. At the same time, to facilitate the transmission of information and mutual understanding with people of the target language during the course of communication, culture knowledge (Qian, 1998; Guntermann, 1992) and correct pronunciation (Chang, 2000; Cheng, 1999; Mcdonough &



Shaw, 1993) are parts of the core elements of language teaching. After all, only when English teachers are able to demonstrate the knowledge of language and use the language appropriately with students can they persuade students that language is for communication and can they make language learning meaningful, beneficial to students' life.

Among the studies reviewed, Yang's (2010) was the one found on establishing indicators for evaluating elementary English teachers in Taipei City. Through the Analytic Hierarchy Process (AHP) (Saaty, 1977), she set up four criteria (planning competence, teaching competence, management competence, and evaluation competence), eight sub-criteria (course planning, teaching planning, teaching methods, learning evaluation, classroom management, resources management, course evaluation, and teaching evaluation), and twenty-nine indicators for evaluating the professional teaching competence of elementary English teachers. In her study, a questionnaire was applied to investigate teachers' beliefs on the relative prominence of the indicators. Besides, the teachers' beliefs were also analyzed in terms of four variants, including gender, educational background, total teaching years, and the teacher training they had ever received.

In the present study, the researcher planned to build a set of indicators and criteria for evaluating senior high school English teachers' professional competence. The procedure could be divided into four stages. First, combining the indicators of evaluating general teachers' and language teachers' professional competence reviewed from literature, those which were mentioned most often were taken into account and then a set of criteria and indicators could be broadly established. Second, the set of criteria and indicators, through the application of expert validity, was revised and expected to become more specific to describe English teachers' professional competence. Third, after the design of questionnaire based on the criteria and indicators finally developed, a pilot study was implemented. Last, the questionnaire was further revised, delivered to gain the opinions of senior high school English teachers in New Taipei City, and a set of criteria and indicators appropriate to evaluate senior high school English teachers in New Taipei City could be established.



The indicators discovered from previous review were categorized based on Pan et al. (2004), Zhuo (2009) and Yang (2010). One of the reasons for choosing these three studies as the basis of the categorization was that all of them divided their evaluating indicators into three levels, as required for carrying out AHP method. Another reason was that the difference of the subjects involved in these studies. Pan et al. (2004) aimed at establishing indicators for teachers in general, while Zhuo's (2009) study was mainly on senior high school teachers, and Yang's (2010) on elementary English teachers. As a result, indicators for evaluating senior high school teachers were needed, especially for English teachers.

Based on these studies, the indicators used in this study were divided into 5 criteria and 13 sub-criteria, and 41 indicators, as described below.

### ***Planning Competence***

Planning competence means the capability to develop a course based on knowledge of the subject, of the objectives of education, of the teaching contexts, and of learners' characters and their backgrounds. The implementation of this competence was generalized into two sub-criteria:

1. Course Planning: It means that the teacher, in accordance with the aims and objectives set for a language program, needs to develop a set of teaching materials (California Department of Education, 2009; Chien, 1997; MOE, 2006; Pan et al., 2004; Sheu, 2004; Richards, 2001), course syllabi or teaching procedures (Chien, 1997; Gau, 1996; MOE, 2006; Wu, 1999) ahead of a language program. Adding these together, it included two aspects of ability:

- Adapting or choosing suitable teaching materials: It refers to the ability to make change of or pick up teaching materials gathered from different resources according to the needs of students.

- Developing course syllabi or teaching procedures: For syllabi development, it indicates the ability to select, sequence, and justify the content of the curriculum according

to students' needs, teaching goals and objectives (Nunan, 1988). For teaching procedures, it means the ability to design a definite, well-established procedure which helps achieve effective learning.

2. Teaching Planning: It involves the understanding of reasonable and comprehensive teaching methods and the factors interfering with the learning effects. Therefore, teachers are required to be familiar with the language teaching approaches which help them to evaluate innovations on teaching approaches or to be creative in their teaching. Factors affecting learning, then, consist of the backgrounds, age, learning development, and goals of learners, and some sociopolitical influences (Brown, 2001). With the knowledge mentioned above, teachers are supposed to have the ability of doing curriculum planning (California Department of Education, 2009; NBCTs, 1987; Shieh, 1997) and activities designing (MOE, 2006; Sheu, 2004; Ou, 1992), and establishing teaching objectives (MOE, 2006, Pan et al., 2004). From the definition, the indicators found belonging to this sub-criterion were:

- Planning curriculum according to students' learning development and individual differences: This refers to the capability of creating suitable lessons plans with the consideration of students' language proficiency and individual differences.
- Establishing appropriate teaching objectives: It talks about the ability to describe the performance that students need to achieve or be able to do after the course is finished, such as knowledge, skills, or attitude.
- Planning appropriate learning and teaching activities: It describes the ability to design suitable learning and teaching activities to help students reach the teaching objectives.

Actually, to know how to plan a language lesson, an English teacher should understand not only the learning and teaching principles of language teaching, but also the needs of his students. In this regard, Jensen (2001) marked that a language teacher is expected to have clear picture of the course and the goals or objectives for the entire

teaching periods, so that the learning experiences of individual lessons can be connected and the students can be benefited.

### ***Teaching Competence***

Teaching competence means that teachers' familiarity with the core knowledge of teaching, including practical knowledge, content knowledge of the teaching materials, contextual knowledge of the learners, pedagogical knowledge, personal knowledge, and reflective knowledge of one's teaching (Richards, 2001). Echoing the requirements, we included five sub-criteria in this area:

1. **Presentation of Teaching Materials:** It refers to the familiarity with curricular knowledge, the particular grasp of the teaching materials and course-related concepts (Chang, 1996; Luo, 1999a, 1999b; Pan et al., 2004, Sheu, 2004), and skillfully transmitting the knowledge to students (California Department of Education, 2009; MOE, 2006; NBCTs, 1987; Pan et al., 2004, Ou, 1992). The indicators conforming to this definition were:

- **Presenting teaching materials coherently and systematically:** Teachers are required to organize the knowledge expected to be learned by students into a systematic structure (Joyce & Weil, 1986) and a coherent body of material to make the knowledge assessable to students.

- **Correctly grasping the content of teaching materials:** It indicates the understanding of the teaching material, including the meaning and the organization of the material, related ideas (such as the culture, people, history, social backgrounds), and the language.

2. **English Teaching Techniques:** It means the capacity of applying the content knowledge to teaching by taking students' individual differences into account (Arnold, 1999; Brown, 2000; California Department of Education, 2009; Chang, 1996; Luo, 1999a, 1999b; MOE, 2006; Molica & Nuessel, 1997; NBCTs, 1987; Pan et al., 2004; Richards & Rodgers, 2001; Sheu, 2004; Wu, 1999; Shieh, 1997). This involved lots of jobs to do, and eight core techniques were included in this category:

- Being familiar with English teaching methods: It means the familiarity with English teaching approaches and connected methods.
- Using diverse instructional strategies to make students familiarize the learning content: It includes the understanding of the instructional strategies and implementation of different teaching skills according to factors affecting learning effects.
- Effectively connecting learning to students' prior knowledge, backgrounds, life experiences, and interests: It involves the skills to make a connection between old information and new information on the basis of personal backgrounds, previous experiences and interests.
- Clarifying misconceptions: It indicates the ability to be aware of students' misunderstanding of the learning materials and to make correction of it in time so as to build the basis of leaning new materials.
- Providing critical thinking through inquiry, problem solving and reflection: As "critical thinking is a reasonable and reflective thinking that is focused upon deciding what to do and belief" (Norris & Ennis, 1989, p.1), a language teacher is supposed to have the ability to develop students' critical thinking through techniques like inquiry, problem solving and reflection.
- Triggering and maintaining students' motivation: This means that the teacher is able to trigger and maintain students' learning motivation in terms of teaching strategies, by which students' ability to learn autonomously can be promoted.
- Skillfully changing activities and strategies: Changing and activities and strategies in accordance with the needs of students or factors interfering teaching effects are seem to be necessary in class. At the same time, how to make a smooth transferring between two activities and strategies to achieve teaching objectives seems to be more important.
- Adapting teaching methods according to individual differences: Variables of students like age, gender, and personality characters can influence the language proficiency they achieve. Therefore, adapting teaching methods according to individual differences can

better help students with different characteristics to learn more efficiently.

3. Language Ability Assessment: It means that teachers are familiar with the theories of assessments, the skills of assessing language proficiency, the test construction and administration in assessment (Alabama, 2000; Brown, 2001; California Department of Education, 2009; Chien, 1997; NBCTs, 1987; Pan et al., 2004; Sheu, 2004; Wu, 1999). In response to these requirements, the researcher found three main three indicators for this sub-criterion:

- Using multiple methods for measuring students' growth: Proficiency measurements should be chosen with care in terms of different teaching purposes. Different types of measurements tools may help teachers in understanding students' learning effects in different aspects.

- Selecting appropriate evaluation methods according to the needs: Needs should be considered in two aspects: teaching and learning aspects. For teaching, the evaluation methods need to be effective in measuring students' achievement in relation to the teaching objectives. For learning, the evaluation methods can be useful to help understand students' learning difficulties.

- Adapting instructional plans according to results of evaluation: Since the purposes of evaluation can be taken as indicators for improving teaching so as to help students achieve better proficiency, to adapt instructional plans based on the evaluation results becomes critical.

4. English Language Competence: It indicates the mastery of the four language skills of English, the knowledge of English, the culture and customs of English speakers, and pragmatic application of English (Buchmann, 1984; Qian, 1998; Ellis, 2003; Guntermann, 1992; Hedgcock, 2002; Lafayette, 1993; Macaro, 2003; Schulz, 2000; Shi, 1998). The definition led the researcher to include three indicators into this sub-criterion:

- Clear pronunciation: Clear pronunciation helps students recognize and pronounce English sounds, including phonemes, vowels, consonants, and diphthongs precisely. Based

on this, word and sentence stress, consonant clusters, and speech intonation can be taught. Consequently, this ability is listed as the prerequisite of English teachers' teaching competence.

- Self-expressive ability: This involves expressive skills to convey information, listening skills to obtain information, skills for managing the communicating process and identifying the needed information, and non-verbal expressions which facilitate communication (Dick, 1997) in English.

- Knowledge of western culture: As mentioned by Schirato and Yell (2000), meanings are to be found or understood through communication and are produced within specific cultural context through the negotiation of its speakers. Cultural literacy thus forms an important in communication, especially cross-culture communication to Chinese students.

5. Communicative Competence: It indicates the appropriate employment of language in communication according to the contexts, the roles of participants, and the nature of transaction (Richards, 2001), no matter in English or in learners' mother language. This competence is seen as crucial in establishing good teacher-student interaction (Alabama, 2000; Chien, 1997; Gau, 1996; Lu, 2000; Pan et al., 2004; Sheu, 2004; Wu, 1999; Shieh, 1997). Three indicators found in line with the definition were:

- Good oral communicative skills: Good oral communicative skills should include tone and loudness of voice, speaking pace, distance from each other, physical tension and posture, and even eye contact (Minelli & Breckon, 2009).

- Good written communicative skills: Good control of types, clarity, length, grammar in written communication enables teachers to communicate clearly and effectively with students. Good written communicative skills also prevent information loses and embarrassment when communicating orally. To teachers, who are given lots of communication job with students, this skill appears to be important.

- Good non-verbal communicative skills, such as eye contact and gestures: In most

situations, more information is communicated through non-verbal but not verbal communication. Such factors as kinesics, paralanguage, proxemics, physical characteristics, adornments, and environmental factors may interplay in the course of communication and need to be pay close attention to by a language teacher.

To sum up, good teaching competence is seen to be crucial to teaching profession in that it enables English teachers to explain difficult concepts precisely and clearly, teach students creatively, assess learning achievement flexibly, make teacher-student interaction effectively, and give and get feedback more easily. To be good language teachers, this competence should be an important one to acquire, and in turn, successful learning effects and teacher-student relationship can be developed.

### ***Management Competence***

Management competence indicates the knowledge of principles and strategies of classroom management, and contextual resources and limits in teaching. Two basic sub-criteria corresponding to the definition of this competence were:

1. Classroom Management: It involves the factors ranging from how teacher physically arrange the classroom, to teaching styles, and to classroom energy (Brown, 2001). The skills matters in promoting meaningful student-teacher interaction and students' active engagement with the learning process (Chang, 1996; Chien, 1997; Gau, 1996; Lou & Li, 2000; Ou, 1992; Rui-feng, 1999; Sheu, 2004; Wu, 1999; Xu, 2002; Zhu, 1998). This competence could be put into practice by teachers with the following six aspects of ability:

- Establishing classroom learning regulations: Teachers are supposed to have the ability because effective learning regulations will increase instructional success and learning efficiency.

- Creating physically or emotionally safe environment that promotes students' learning: Learning environment should be safe, and then learning can be successful. Safe learning environment includes environmental, psychological, and mental safety. As



teachers, this should not be ignored.

- Good teacher-student interaction: Good teacher-student interaction will create respect and trust between teachers and students, which in turn help students attain higher levels of achievement. Teachers can establish good teacher-student interaction by showing concern for students, having frequent communication with them, creating conducive learning environment, and meet their emotional and academic needs.

- Understanding counseling skills: Teachers need to acquire counseling skills so as to make students to feel safe, respected, and understood. Counseling skills encompass listening, not judging, attention, accepting, understanding and expressing that understanding, etc.

- Promoting communication and cooperation between parents and teachers: When students' parents are involved in their education, students are found to complete homework with regularity, to gain better grades in tests, and hold more positive attitudes toward school compared with those whose parents are less involved (Christenson & Clearly, 1990). To better help students, teachers need to be more open-minded and more willing to invite parents to solve the educational problems in the hope of meeting students' needs no matter at school or at home.

- Crisis management: Teachers are bound to have the ability to cope with accidental events happening in the classroom, and are expected to manage the events with professional cognition and procedures.

2. Resources Management: It includes the capability of making use of the resources available and useful to teaching (MOE, 2006; Pan et al., 2004; Wu, 1999). Three indicators concerning this capability were:

- Effectively managing personal time: In response to the course reform, teachers nowadays spare more time on course design and planning, teaching preparation, professional development, and daily teaching matters. Deciding the priorities of matters helps teachers get adapted to the new educational era smoothly (Pan et al., 2004).



- Effectively applying teaching resources to teaching: Teaching resources such as students' and teachers' specialties and interests, parental and communities' support, and varied types of resources coming from different origins provide rich and multiple teaching contents (Pan et al., 2004). Therefore, to be able to make good use of the resources suitable for teaching can be seen as basic ability teachers need to possess.

- Effectively documenting teaching files: Teachers' teaching files are commonly believed to include the following contents: teaching planning and preparation, records of teaching career, reflection on teaching, and professional development. Teachers need to be equipped with the ability to classify, arrange, and management the file in terms of techniques, making it functional for teaching (Pan et al., 2004).

In sum, classroom management should serve as the fundamental job teachers can do to facilitate students' learning at school. Moreover, if teachers can decorate the classroom which provides students not only mental security but also physical assistance, good teacher-student relationship can be established and strengthened. Furthermore, resource management benefits teaching by offering infinite and boundless resources and making teaching interesting and creative.

### ***Professional Development***

Professional development lays a broad knowledge and a solid foundation for teachers to draw on in their professional work (Cochran-Smith & Lytle, 1993; Johnson, 1999; NBCTs, 1987; Pan et al., 2004; Zeichner & Liston, 1987). Professional development should be an integral component of teaching. It creates not only higher levels of expertise and understanding of teaching profession but also more chances to promote teaching quality. It basically encompasses the two sub-criteria listed below:

1. Conducting Teaching Research: It indicates the process of improving teaching quality by looking for solutions to questions or hypotheses in a teaching context (Brown, 2001). To reach the goal, the implementation of the following two indicators could be helpful:

- Being involved in teaching research: Teaching can be an individual or cooperative job in today's society. Teachers are encouraged to do teaching research, like action research or academic research, to find and explore problems encountered in teaching. The job can be done from a small-scale research to a cooperative research, depending on the time and the range of the problems involved.

- Constantly updating teaching materials, teaching methods, or teaching aids: In view of the respect to teaching profession, constantly updating teaching materials, methods, or aids can improve teaching skills and increase students' learning motivation and effects.

2. Grasping Opportunities to Learn: It refers to the willingness to pursue professional growth through professional exchanges, instructional research, and class observations. This could be effectively done by carrying out the two indicators below:

- Participating in teaching training activities inside or outside school: When expectation of better teaching quality urges teachers to learn, learning occurs everywhere, no matter inside or outside school. Inside school, teachers learn from opinions exchange on teaching, class observations, or cooperative teaching, etc. Outside school, seminars, speeches, or even fieldworks can do much in helping teaching efficiency.

- Reflecting on one's teaching and seeking professional growth: "Reflection has come widely to be recognized as a crucial element in the professional growth of teachers" (Calderhead & Gates, 1993:1). Lots of work can be done on teaching reflection, inclusive of collecting teaching resources, reflecting upon their attitudes, beliefs, assumptions, and teaching practices, going on an critical teaching reflection, and gaining feedback from other teachers in classroom observation (Richards and Lockhart, 1994:1).

To sum up, professional development is receiving more and more attention because it creates positive effects on both teachers and students. For teachers, they can increase their understanding of teaching, teaching skills, and self-realization. For students, changes in teaching activities and increase of teachers' professional knowledge bring about higher learning motivation, higher levels of learning achievement as well as models of life-long

learning.

### ***Teaching Ethics***

Teaching ethics indicates the observation of teaching ethics (California Department of Education, 2009; MOE, 2006), social moral regulations (Chang, 1996; Sheu, 2004), and working attitude based on the belief of the worth and dignity of being a teacher (Chien, 1997; Gau, 1996; Luo, 1999a, 1999b). Two sub-criteria were regarded fundamental in this criterion:

1. Professionalism: It means the awareness of strict ethical and moral regulations in teaching environment (Chang, 1996; Sheu, 2004). According to most studies, it should comprise the following two indicators:

- Observing vocational ethics: The term indicates "beliefs, values, and principles that guide the way individuals interpret and act upon their job rights and responsibilities within the work context at any given time" (Miller & Coady, p. 5). Therefore, as other vocations, teachers have the responsibility to observe the values and attitudes in face of teaching job.

- Observing social moral standards: This means the understanding of social expectation of the roles teachers play, including what can do and what cannot do in teaching profession, and perform the behavior as expected.

2. Working Attitude: It indicates the willingness to offer administrative help and to build good relationship with people in the working environment (Chien, 1997; Shieh, 1997; Xu, 2002). Teachers could easily take on the responsibility by realizing the two indicators below:

- Providing administrative support and coordination: As schools are organizations operated by both administrative apartments and teaching members, coordination among different parts along with support from every member at school become important to make the school functional and promote the teaching work.

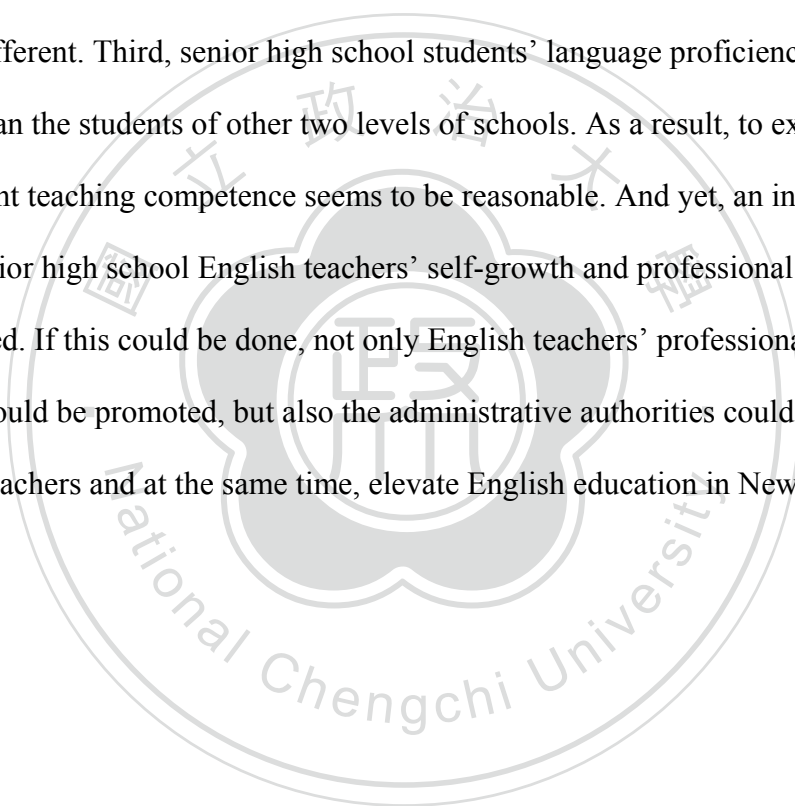
● Establishing good working relationship with school staff, students' parents, and surrounding communities: With good working relationship with school staff, teachers are able to get teaching work smooth. With good working relation with parents, teachers are able to understand their students and help students in life and study. Last, good working relation with surrounding communities brings in more teaching resources and support.

With respect to the teaching profession, teachers are obliged to demonstrate their personal integrity by performing the duties of their profession. This can be seen a commitment to students, for whom teachers are models of correct behavior, and development of sound personality. In addition, if teachers can obey and develop the ethical relations with members at school, students' parents, and surrounding communities by trying their best to coordinate with members at school, communicate with students' parents, and understand the values and culture of the surrounding communities, teachers can more easily live up to the expectations of the society and thought of as professional members in teaching.

### **Criticism and Conclusion**

In the last decades, the importance of developing professional knowledge on teaching is widely promoted by educators and researchers (Bullough, 2001). As English proficiency is widely regarded as the most essential requirement for secondary EFL teachers and seen as a way to promote teaching quality echoing the current teaching situation, to be engaged in more self-examination and professional growth become a must. As mentioned above, most of the criteria or indicators had been established for general elementary and junior high school teachers, but few were found for general senior high school teachers (Zhuo, 2009), which pointed out the need of identifying senior high school English teachers' professional competence and set four criteria, twenty sub-criteria, and fifty-seven indicators for evaluating senior high school teachers' professional teaching competence. Moreover, in evaluating English teachers' professional competence, the indicators for evaluating elementary English teachers in Taipei City set by Yang (2010) was the one could be found.

However, the differences in teaching among elementary, junior high, and senior high schools need to be considered. For teaching foci, elementary schools lay emphasis on vocabulary recognition and pronunciation, so listening and speaking abilities are mainly taught. Junior high schools stress vocabulary and phrases memorization, and sentence building; therefore, basic writing and reading abilities are the foci of teaching. To the level of senior high schools, sentences creation, advanced reading, and self-expression through speaking or composition writing become essential; thus, the four language skills are all trained in class. Besides, in response to the different teaching foci, teaching methods are bound to be different. Third, senior high school students' language proficiency is supposed to be higher than the students of other two levels of schools. As a result, to expect teachers to have different teaching competence seems to be reasonable. And yet, an integral system to evaluate senior high school English teachers' self-growth and professional ability had not been established. If this could be done, not only English teachers' professional teaching competence would be promoted, but also the administrative authorities could find ways to help English teachers and at the same time, elevate English education in New Taipei City.



## **CHAPTER THREE**

### **METHODOLOGY**

The present study intended to find the indicators appropriately describing New Taipei City's senior high school English teachers' professional competence. Apart from this, the implementation of the Analytic Hierarchy Process (AHP) was the main difference from the previous studies on establishing indicators for evaluating teachers' professional competence. Most of the studies were carried out through literature review and questionnaires except Yang's (2010), investigation of the prominence of indicators in Taipei City's elementary school English teachers' opinions with the use of AHP. Similarly, this study was conducted in the same way with the difference of changing the subjects to senior high school English teachers in New Taipei City.

The chapter was divided into 7 parts. Section one was the research framework of this study. The second section was the description of the Analytic Hierarchy Process (AHP), followed by the subjects of the present study. Then, section four introduced the instruments employed, and the assurance of the validity of questionnaires. Section five demonstrated the research procedures. The final section was on the software applied to analyze the data gained from the questionnaires.

#### **Research Framework**

The purpose of this study was to set up the indicators with regard to professional competence for senior high school English teachers in New Taipei City, by which the researcher was able to establish the rankings of the indicators with the application of AHP. In accordance with literature review and experts' suggestion, 5 criteria, 13 sub-criteria, and 47 indicators were finally used as evaluating standards in the questionnaire. The research aimed to explore the inter-relationship between the 4 social background variants, including gender, educational background, school size, and total teaching years, and the 5 criteria,

under which the interactions among the criteria, sub-criteria, and indicators were also discussed, as shown in the following figure.

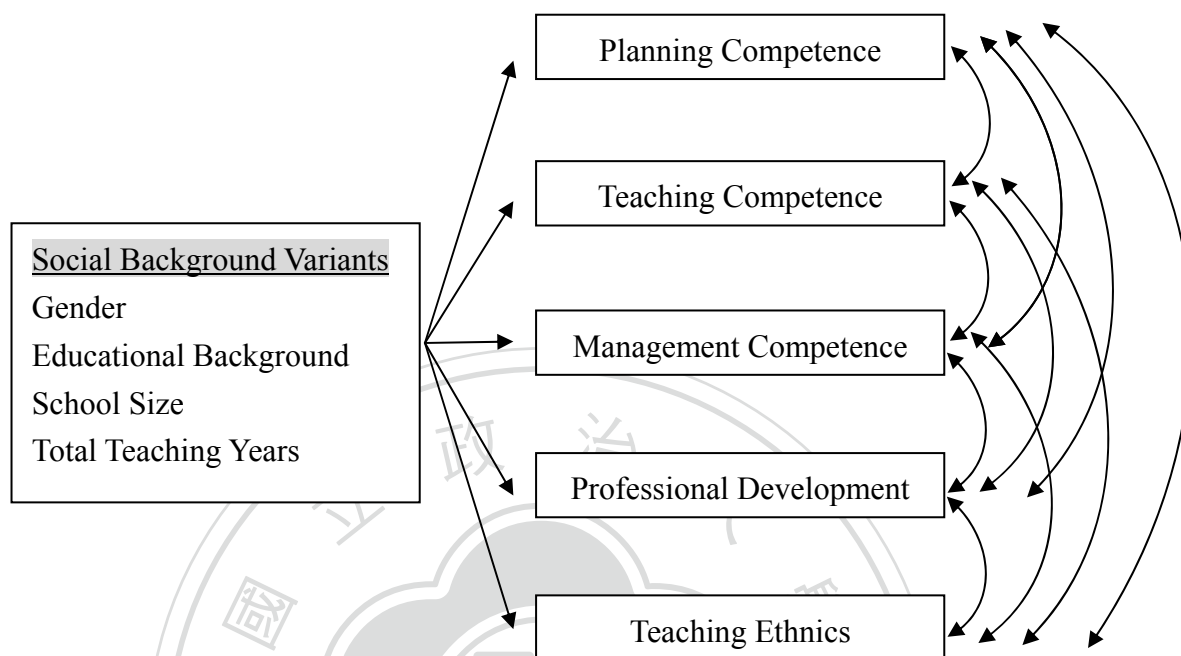


Figure 1 Research Framework

Having been considered as important factors influencing teaching (Kahle, 2004; Liu, 2006; Renold, 2006), the research also tried to explore the differences in the opinions among teachers from 4 social background variants as below:

1. Gender: It has been suggested that gender affects teachers in many aspects, like teachers' personal traits (Baron-Cohen, 2003; Pinker & Spelke, 2005), teaching styles, ways of dealing pressure (Apple, 1982), language ability (Besnier, 2003; Butler, 1993;), speech styles (Besnier, 2005; Cameron, 2005; Harrington, Litosseliti, Sauntson & Sunderland, 2007), communication with students (Tannen, 1991), etc. From this study, the research would like to know if teachers' genders do reflect differences of opinions in teaching.

2. Teachers' education background: Meaning academic degree here, it is taken as an important measurement under the competitive selection of teachers. According to some

studies, teachers' degree plays an important role in explaining students' achievement (Akiba, Letendre & Scribner, 2007, Hawk, Coble & Swanson, 1985; Agne, Greenwood & Miler, 1994), so their opinions in teaching may be an interesting topic to discuss.

3. School size: It was found that smaller schools are more efficient at elevating educational outcomes (Bates 1993; Eichenstein 1994; Fowler & Walberg, 1991; Miller, Ellsworth & Howell 1986). Therefore, whether teachers working in larger schools holding varied thinking in teaching was another point to explore in this study.

4. Teaching years: Agne, Greenwood and Miler (1994) pointed out that teachers' teaching years are commonly thought of as an essential factor when discussing students' achievement; that is, teaching years lead teachers to be more humanistic in their pupil-control beliefs than in-service teachers teaching the same subjects of the same school size. Many individuals also indicated the influences teaching years have on teaching (Borg, 1998; Cheng, 2010; Feng, 2001; Johnson, 1989; Liu, 1999; Meijer, Verloop, & Beijaard, 1999; Richards & Lockhart, 1996; Roehrig & Kruse, 2005).

Therefore, this study attempted to answer the following questions:

1. To senior high school English teachers in New Taipei City, what was the importance of the indicators for evaluating their professional teaching competence?
2. To senior high school English teachers in New Taipei City, what was the relative prominence among the professional teaching competence indicators?
3. To senior high school English teachers with different social backgrounds in New Taipei City, what were the differences among their thinking about the relative prominence among the professional teaching competence indicators?

### **The Analytic Hierarchy Process (AHP)**

This study planned to investigate the indicators for evaluating the professional competence of senior high school English teachers in New Taipei City, and the Analytic Hierarchy Process (AHP) was employed.



The AHP is a structured technique for making a decision on complex problems (Saaty 1977, 1980, 1990, 2005; Satty & Vargas, 2000). It provides a comprehensive and rational framework, from which the decision maker is able to assess the relative weight of multiple factors, to make clear and quantifying its elements, to relate those elements to overall goals, and to evaluate alternative solutions. Therefore, it is a kind of multi-criteria decision making (MCDM) technique which provides the insight of the simultaneous interaction of the many related factors in complex and unstructured situations (Saaty 1990). Rather than prescribing a correct decision, the AHP helps the decision maker to identify and set priorities on the basis of their objectives, their knowledge and experience of each problem and offers a structured approach to decision making (Saaty, 1999). The procedure is as follows:

### Structuring a Decision Problem and Selecting Criteria

The first step is to decompose a decision problem into its relevant main criteria and sub-criteria, and then use the criteria to establish a hierarchy structure. This structure comprises the goal the decision maker wants to achieve at the topmost level, criteria (and sub-criteria) for evaluating the alternatives at the intermediate levels, and the lowest level contains the alternatives (indicators) for reaching the goal (Figure 2).

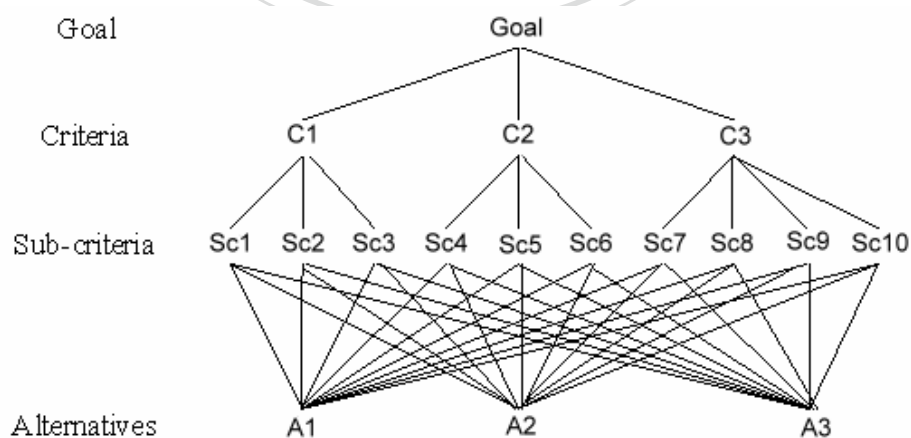


Figure 2 A Basic Hierarchy Model of AHP

Arranging all the constituent parts in a hierarchy provides an overall view of the complex relationships and helps the decision maker to assess whether the elements in each level are of the same prominence so that they can be compared accurately. According to Satty (1980), the elements in each main criteria and sub-criteria should not exceed seven. Within the limitation, a reasonable comparison and consistency can be more easily ensured.

### **Setting the Priority of the Criteria by Pairwise Comparison (Weighing)**

For each pair of criteria, the decision maker is required to decide the relative importance of two elements based on a pairwise comparison (Table 2), which is a scale with the values 1, 3, 5, 7, and 9. 1 denotes “equally important”, 3 represents “slightly more important”, 5 equals “strongly more important”, 7 denotes “demonstrably more important” and 9 refers to “absolutely more important”. When making the comparisons, not just concrete data about the elements, but also personal judgments about the elements' relative meaning and importance can be employed in performing the evaluations. The weighings are then normalized and averaged in an attempt to obtain an average weight for each criterion.

Table 2

The Fundamental Scale for Pairwise Comparisons (Cited in Sander, 2008)

Intensity of Importance	Definition	Explanation
1	Equal importance	Two elements contribute equally to the objective
3	Moderate importance	Experience and judgment slightly favor one element over another
5	Strong importance	Experience and judgment strongly favor one element over another
7	Very strong importance	One element is favored very strongly over another; its dominance is demonstrated in practice
9	Extreme importance	The evidence favoring one element over another is of the highest possible order of affirmation

Note: Intensities of 2, 4, 6, and 8 can be used to express intermediate values. Intensities 1.1, 1.2, 1.3, etc. can be used for elements that are very close in importance

### Pairwise Comparison of Alternatives on Each Criterion (Scoring)

Within each criterion, the better option in each pairing is awarded a score on a scale between 1 (equally important) and 9 (absolutely more important) while the other option is assigned a rating equal to the reciprocal of this value. By doing so, the score can be processed and compared over the entire range of the problem.

Based on the evaluation of the elements, a pair-wise comparison matrix  $A$  can be established. If there are  $n$  elements, then we can carry out  $n(n-1)$  elements pair-wise comparisons. If  $C_1, C_2, \dots, C_n$  represent the set of elements,  $a_{ij}$  refers to a quantified judgment on a pair of elements  $C_i, C_j$ . The relative importance of the two elements is rated by a scale using the values 1, 3, 5, 7, and 9. This yields an  $n$ -by- $n$  matrix  $A$  as follows:

$$A = [a_{ij}] = \begin{matrix} & \begin{matrix} C_1 & C_2 & \dots & C_n \end{matrix} \\ \begin{matrix} C_1 \\ C_2 \\ \dots \\ C_n \end{matrix} & \begin{bmatrix} 1 & a_{12} & \dots & a_{1n} \\ 1/a_{12} & 1 & \dots & a_{2n} \\ \dots & \dots & \dots & \dots \\ 1/a_{1n} & 1/a_{2n} & \dots & 1 \end{bmatrix} \end{matrix}, \quad (1)$$

In matrix  $A$ , where  $a_{ij} = 1$  and  $a_{ij} = 1/a_{ji}$ ,  $i, j = 1, 2, \dots, n$ , the problem turns into assigning the  $n$  elements  $C_1, C_2, \dots, C_n$ , a set of numerical weights  $W_1, W_2, \dots, W_n$  that reflects the recorded judgments. Supposed  $A$  is a consistency matrix, the relations between weights  $W_i$  and judgments  $a_{ij}$  are simply given by  $W_i/W_j = a_{ij}$  (for  $i, j = 1, 2, \dots, n$ ) and matrix  $A$  is formed as follows:

$$A = \begin{matrix} & \begin{matrix} C_1 & C_2 & \dots & C_n \end{matrix} \\ \begin{matrix} C_1 \\ C_2 \\ \dots \\ C_n \end{matrix} & \begin{bmatrix} w_1/w_1 & w_1/w_2 & \dots & w_1/w_n \\ w_2/w_1 & w_2/w_2 & \dots & w_2/w_n \\ \dots & \dots & \dots & \dots \\ w_n/w_1 & w_n/w_2 & \dots & w_n/w_n \end{bmatrix} \end{matrix}, \quad (2)$$

### Calculating Eigenvalue and Eigenvector

When matrix  $A$  multiplies the elements weight vector ( $x$ ), it equals to  $nx$ . That is  $(A - nI)x = 0$ , and the  $x$  is the eigenvector ( $n$ ) of Eigenvector. Because  $a_{ij}$  is the decision makers' subjective judgment comparison and appraisal, the true value ( $W_i/W_j$ ) may be a little different, so  $Ax = nx$  may not be set up. Saaty (1990) suggested that the largest eigenvalue  $\lambda_{\max}$  be:

$$\lambda_{\max} = \sum_{j=1}^n a_{ij} \frac{W_j}{W_i}, \quad (3)$$

If  $A$  is a consistency matrix, eigenvector  $X$  can be obtained by

$$(A - \lambda_{\max} I)X = 0, \quad (4)$$

### Checking the Consistency of the Judgments

A primary idea of AHP is that a matrix  $A$  of rank  $n$  is only consistent when it has one positive eigenvalue  $n = \lambda_{\max}$  while all other eigenvalues are zero. In addition, Saaty developed the consistency index ( $CI$ ) to calculate the deviation from a consistent matrix:

$$CI = (\lambda_{\max} - n)/(n-1) , \quad (5)$$

The consistency ratio (*CR*) is applied to aid the decision of deciding whether to revise the matrix or not. It is defined as the ratio of the *CI* to the so-called random index (*RI*), a *CI* of randomly generated matrices:

$$CR = CI / RI . \quad (6)$$

When  $n = 3$ , the required consistency ratio ( $CR^{Goal}$ ) should be less than 0.05; when  $n = 4$ , it should be less than 0.08; when  $n \geq 5$ , it should be less than 0.10 to get a sufficient consistent matrix. Otherwise, the matrix needs to be revised (Saaty, 1994).

### **Obtaining an Overall Relative Score for Each Option and Making a Final Decision**

Once the priorities weights of each main criterion are established, numerical priorities can be calculated on each main criterion to decide the best alternative. The scores here represent the relative ability of the alternatives in achieving the goal.

Finally, after all the impacts of all the elements and priorities have been computed for the hierarchy as a whole, and the judgments have been made, the less important elements can be eliminated from further consideration with care. The priorities can again be computed thoroughly to help revise the judgments (Saaty, 1990).

### **Subjects**

According to the census from telephone confirmation with each school by the researcher, in August, 2011, there were 279 certified English teachers (Appendix 1) in 22 public senior high schools in New Taipei City. What certified English teachers here meant that the teachers were required to hold either educational qualifications of a university degree or higher, recognized by the central educational authority as having completed the ordinary and specialized curriculum, education concentration courses, and practicum. Besides, they needed to obtain a certificate of pre-service teacher training.

All the teachers were invited to participate in the present study and 192

questionnaires were returned. The return rate was 69%, and the distribution of the questionnaire was demonstrated as follows (Table 3).

Table 3  
The Number of the Response Questionnaires

School Size	Senior High School	Number of Valid Questionnaires
Less Than 24 Classes (7 schools)	Danfeng/ Jinhe/ Xhuangxi/ Ankang/ Shiding/ Jinshan/ Xinfeng	68
24 to 72 Classes (15 schools)	Chungho/ Panchiao/ Hsintien/ Sanchung/ Overseas Chinese Experimental/ Taishan/ Hsinchuang/ Linkou/ Chingshui/ Haishan/ Yongping/ Sanchong/ Shulin/ Mingder/ Sanmin	124
In Total	22	192

Among the 192 valid questionnaires, the distribution of the teachers from different social backgrounds was listed as follows (Table 4). It should be noticed was that the numbers of male and female teachers were of great difference. As this was a fact in English teaching area, the part of the scores for the different opinions expressed by both sexes of teachers should be considered with caution.

Table 4  
Distribution of Social Background Variants

Social Background Variants	Number of Teachers	
Gender	Male	28
	Female	164
Educational Background	University	78
	Master's Degree	114
	Ph. D	0
School Size (Senior High School)	Less Than 24 Classes	68
	24 to 72 Classes	124
	More Than 72 Classes	0
Total Teaching Years	Less Than 3 Years	26
	4 to 6 Years	30
	More Than 7 Years	136

## Instruments

A questionnaire of the criteria for evaluating English teachers' professional competence was used in this research (Appendix 6). It was designed in accordance with the requirements of the Analytic Hierarchy Process (AHP) with reference to Yang's (2010) but making some necessary changes for the need of this study. And based on the categorization of the indicators from the study of Pan et al. (2004), the hierarchical structure established in the present study included 5 criteria, 13 sub-criteria, and 47 indicators (Table 5).

Table 5

Criteria for Evaluating English Teachers' Professional Competence

Criterion	Sub-criteria	Indicators
1. Planning competence	2	8
2. Teaching competence	5	21
3. Management competence	2	10
4. Professional development	2	4
5. Teaching ethics	2	4

When filling in the questionnaire, the participants were required to (1) compare the left and right sub-criterion and decide which one was more important than the other, or both were equally important. (2) When it was decided, they were again required to consider the degree of importance of the selected sub-criterion, ranging from extreme to moderate importance, and then (3) tick the appropriate boxes (A sample was shown in appendix 2).

### Establishing Expert Validity

To ensure the validity and reliability of the questionnaire, the questionnaire was finalized through the establishment of expert validity. After making contact with the experts in language teaching field either by e-mail or by personal confirmation, the questionnaires were sent to them. Two weeks later, the questionnaires were returned. The experts sent back the questionnaires with their suggestion on the questionnaires or had a discussion with the researcher face to face to ensure the meaning of some items as well as the way to revise

them. The questionnaire was then refined and revised on the appropriateness of categorization, wording, and the addition or elimination of the indicators. The questionnaire had been revised on a large scale for two times.

### ***The First Revision***

Two professors from the English Department of National Cheng-chi University and five senior high school English teachers or administrators were consulted to give opinions on the appropriateness of criteria, sub-criteria, and indicators of the questionnaire.

In response to the opinions of the experts, five basic changes on the sub-criteria or indicators were made. First, the wordings were revised or further elaborated for better understanding. Second, the ideas in some indicators were enlarged. Third, some indicators involving the same idea were suggested to be combined. Last, some important indicators were added.

The opinions resulted in the changes of one sub-criterion and twelve indicators, and the addition of four indicators. They were detailed as follows:

1. Wording: When some wordings were not clear enough in meaning, may cause misunderstanding of the respondents, or were not terse, they were suggested to be revised or elaborated as shown in the following Table.



Table 6

## Sub-criterion and Indicators that Underwent Changes of Wording

Question	Original	Revised
1	Using diverse instructional strategies to <u>make students familiarize with the learning content</u>	Using diverse instructional strategies to <u>familiarize students with the learning content</u>
2	<u>Providing</u> critical thinking through inquiry, problem solving, and reflection	<u>Fostering</u> critical thinking through inquiry, problem solving, and reflection
3	Observing <u>vocational</u> ethics	Observing <u>professional</u> ethics
4	Skillfully <u>changing</u> activities and strategies	Skillfully <u>selecting/applying</u> activities and strategies
5	Selecting appropriate evaluation methods according to <u>the needs</u>	Selecting appropriate evaluation methods according to <u>the purposes of evaluation</u>
6	Effectively <u>applying teaching resources to teaching</u>	Effectively <u>incorporating materials or information from different resources into teaching</u>
7	<u>Adapting</u> instructional plans according to results of evaluation	<u>Adjusting</u> instructional plans according to results of evaluation

2. Enlarging the ideas: Certain sub-criterion or indicators which were not well-conceived in concluding the integral idea in that area were suggested to be revised. One criterion and three indicators were involved in this part (see Table 7).

Table 7

## Indicators that Underwent Enlargement of Ideas

Question	Original	Revised
1	Being familiar with English teaching <u>methods</u>	Being familiar with English teaching <u>theories and methods</u>
2	<u>Clear pronunciation</u>	<u>Four language skills</u>
3	Knowledge of <u>western culture</u>	Knowledge of <u>inter-cultural communication</u>
4	Conducting teaching <u>research</u>	Conducting teaching <u>research and teaching innovation</u>

3. Combining the ideas: Similar ideas were recommended to be combined. Two indicators were thus readjusted shown in Table 8.

Table 8

Indicators that Underwent Combination of Ideas

Question	Original	Revised
1	Skillfully changing activities and strategies	Skillfully changing activities and strategies according to individual differences.
2	Adjusting teaching methods according to individual differences	

Note: Because the indicator “skillfully changing activities and strategies” had undergone two revises based on the opinions of two experts, it finally became “skillfully selecting/applying activities and strategies according to individual differences.”

4. Adding the ideas: Some ideas thought of indispensable in the sub-criterion were suggested to be added. Four indicators were added this time as in Table 9 below.

Table 9

Indicators that Underwent Addition of Ideas

Question	Sub-criterion	Added
1	Teaching planning	Understanding the ‘95 Guidelines’ and the ‘99 Guidelines
2	English teaching techniques	Ability to elicit and handle discussion
3	English teaching techniques	Assignments designing ability
4	Language assessment ability	Clearly explaining ways of evaluation to students and their parents

The evaluating standards after the first revision of “The Hierarchical Structure of Professional Teaching Competence Indicators for Senior High School English Teachers” then were constructed in terms of 5 criteria, 13 sub-criteria, and 44 indicators. According to the hierarchical structure, the first version of the questionnaire was thus designed and delivered to the experts for the second revision.

### *The Second Revision*

Two professors from the Education Department of National Taipei University of Education and one professor from the English Department of Tamkang University were consulted for the second revision of the questionnaire (see Appendix 4).

In this stage, seven basic changes were made on the questionnaire. First, the wordings of some items were revised to facilitate the understanding of the respondents. Second, for the convenience of comparison, some items involving two different ideas were separated into two items. Third, redundant or different ideas were deleted to make the idea clearer. Fourth, more explanation which was thought of as beneficial to increase the understanding of the indicators was added. Fifth, wrongly classified items were rearranged. Last, clear explanations of the criteria were added to the criteria and sub-criteria in the questionnaire for the ease of understanding.

The seven changes on indicators brought about the changes of one sub-criterion and fifteen indicators, as presented below.

1. Wording: When some wordings were not clear enough in meaning, wrongly used, or not terse, they were revised or elaborated. One sub-criterion and eight indicators were changed because of this (see Table 10).

Table 10

## Sub-criterion and Indicators that Underwent Changes of Wording

Question	Original	Revised
1	Ability to elicit and <u>handle</u> discussion	Ability to elicit and <u>monitor</u> discussion
2	Using multiple methods for measuring students' <u>growth</u>	Using multiple methods for measuring students' <u>language development</u>
3	Selecting appropriate evaluation methods according to the purposes of <u>evaluation</u>	Selecting appropriate evaluation methods according to <u>the objectives of teaching</u>
4	<u>Language ability assessment</u>	<u>Language assessment ability</u>
5	<u>Correctly grasping the content of teaching materials</u>	<u>Correct understanding of the teaching content</u>
6	<u>Crisis management</u>	<u>Good crisis management skills</u>
7	Participating in <u>teaching training activities</u> inside or outside school	Participating in <u>teacher training workshops</u> inside or outside school
8	<u>Observing professional ethics</u>	<u>Obeying professional ethics</u>
9	<u>Observing social moral standards</u>	<u>Obeying social moral standards</u>

2. Separating the ideas: If the indicator was concerned about more than two ideas, it had better be separated into two. Three indicators in total underwent the change (Table 11).

Table 11

## Indicators that Underwent Separation of Ideas

Question	Original	Revised
1	Planning curriculum according to students' <u>learning development</u> and <u>individual differences</u>	Planning curriculum according to students' <u>learning development</u> Planning curriculum according to students' <u>individual differences</u>
2	Creating <u>physically</u> and <u>emotionally</u> safe environment that promotes students' learning	Creating <u>physically</u> safe environment that promotes students' learning Creating <u>emotionally</u> safe environment that promotes students' learning
3	Developing <u>course syllabi</u> or <u>teaching procedures</u>	developing <u>course syllabi</u> developing <u>teaching procedures</u>

3. Deleting the ideas: When the indicator involved more than two similar ideas or different ideas, the redundant or inappropriate idea would be deleted. Two indicators suffered the changes due to this reason (Table 12).

Table 12

Indicators that Underwent Deletion of Ideas

Question	Original	Revised
1	Planning appropriate <u>learning and teaching activities</u>	Planning appropriate <u>teaching activities</u>
2	Skillfully selecting/applying <u>activities and strategies</u> according to individual differences	Skillfully selecting/applying <u>activities</u> according to individual differences

4. Adding the ideas: More explanation was added to one indicator to facilitate the understanding of the respondents. Only indicator was changed here (Table 13).

Table 13

Indicators that Underwent Addition of Ideas

Question	Original	Revised
1	Understanding the “95 Guidelines” and “99 Guidelines”	Understanding <u>the development of guidelines for senior high school education issued by MOE, such as ‘95 Guidelines’ and ‘99 Guidelines’</u>

5. Reclassifying the indicators: Indicators wrongly classified were readjusted into the right category. This involved the change of merely one indicator (Table 14).

Table 14

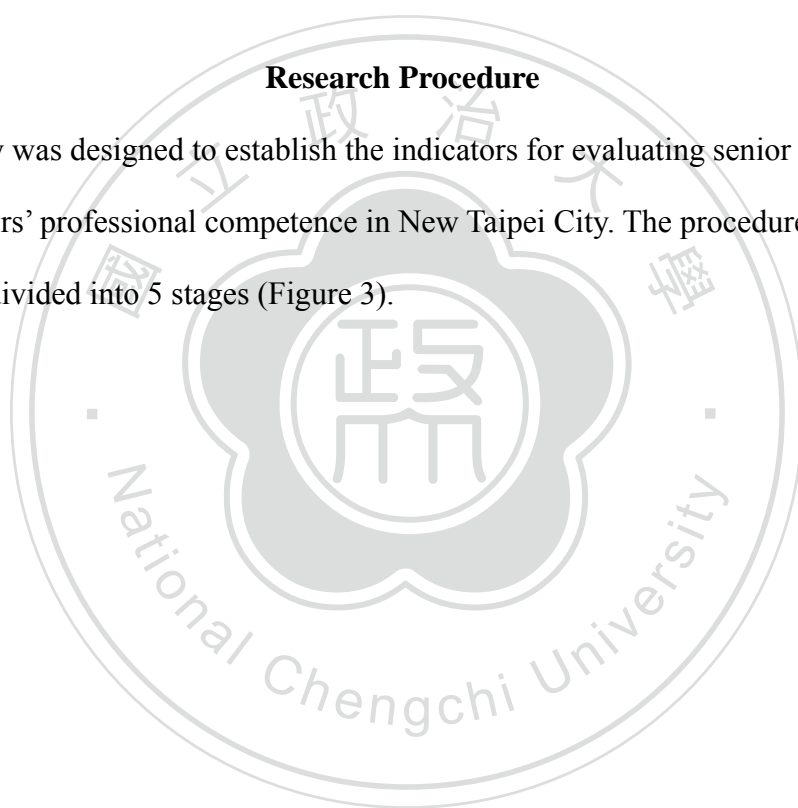
Indicators that Underwent Reclassification of Ideas

Question	Original	Revised
1	Adjusting instructional plans according to the results of evaluation	From the sub-criterion “language assessment ability” to “English teaching techniques.”

The evaluating standards in the second revision of “The Hierarchical Structure of Professional Teaching Competence Indicators for Senior High School English Teachers” were constructed in terms of 5 criteria, 13 sub-criteria, and 47 indicators (Appendix 5). The major five criteria included planning competence, teaching competence, management competence, professional development, and the last, teaching ethics. This system was seen and used as the standards to evaluate senior high school English teachers’ professional competence in New Taipei City in the present study. According to the hierarchical structure, the final edition of the questionnaire was thus designed (see Appendix 6).

### **Research Procedure**

The study was designed to establish the indicators for evaluating senior high school English teachers’ professional competence in New Taipei City. The procedure of the present research was divided into 5 stages (Figure 3).



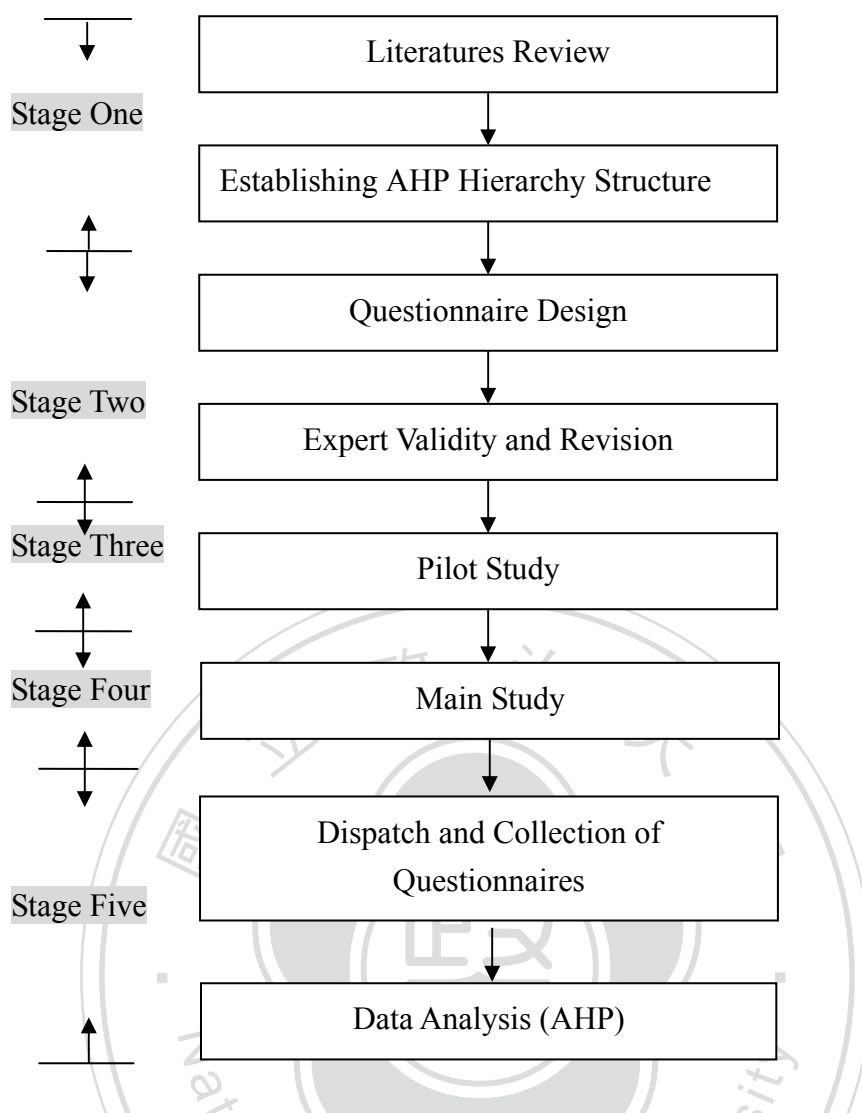


Figure 3 The Procedures of the Experiment

The first stage included two parts. One was literature review, through which the researcher tried to establish a set of indicators for evaluating general teachers and then for evaluating English teachers. After the establishment of evaluating indicators, the indicators were then arranged in a hierarchical structure for the convenience of carrying out the Analytic Hierarchy Process (AHP).

In the second stage, the researcher started to design the questionnaire for the present study based on the hierarchical structure. However, to ensure the validity of the questionnaire, the preliminary version of the questionnaire was revised twice through the implementation of expert validity.

Before the main study, a pilot study was carried out in a senior high school English

teachers in New Taipei City. Basically, except for the understanding of the ways of filling in the questionnaire, they encountered no problem understanding the content of the criteria and indicators. According to their suggestion, a Chinese explanation was added in the part of “the Structure of the Questionnaire” to facilitate the respondents’ understanding before filling in the questionnaires (Appendix 7). At this stage, the professional teaching competence indicators for senior high school English teachers in New Taipei City were thus established and a final version of the questionnaire was completed.

Stage four was the realization of the main study. The questionnaires were dispatched to the coordinators, conveners, or English teachers in the 22 public senior high schools in New Taipei City after seeking their agreement to help carry out the study. All the 279 senior high school qualified English teachers in New Taipei City were invited to express their opinions on the questionnaires, but only 217 teachers had sent back the questionnaires after three months’ waiting. After eliminating the invalid questionnaires, including those which were not completely finished or wrongly filled in, 192 questionnaires were recognized as valid, and the return rate was 69%.

Finally, the data collected by the questionnaires were computed by means of the software Expert Choice 2000. The relative prominence among the indicators was calculated, and the results of the study were gained.

### **Data Analysis**

The data of the returned questionnaires were calculated by means of the software Expert Choice 2000. The priorities weights of each main criterion were obtained, from which the relative weights of each alternative in relation to each main criteria were also computed. Finally, the most important indicator was decided after the rankings of the alternative priority were established.

The data were analyzed as a whole and then by subjects’ social background variants, inclusive of gender, educational background, school size and teachers’ teaching years.

What needed to be accounted for was that Expert Choice 2000 computed the



data in terms of inconsistency ratio (IR) rather than consistency ratio (CR) to establish the hierarchical priority weighting. When  $IR \leq 0.1$ , it meant that the judgment of the participants was consistent.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

The Analytic Hierarchy Process (AHP) was employed to analyze the data to understand the relative prominence of the sub-criteria and the indicators in terms of an overall analysis and detailed analyses on the four social backgrounds of the senior high school English teachers in New Taipei City.

The data collected from the questionnaires were computed through the software Expert Choice 2000. When  $IR \leq 0.1$ , the judgment of the participants was seen as consistent. In the present study, all the IRs calculated in this study were  $\leq 0.1$ .

This chapter was divided into two sections: The first section was an overall weighing analysis of the sub-criteria and the indicators, and the second to the fifth the weighing analysis of the sub-criteria and the indicators on the four social background variants, including gender, educational background, school size, and total teaching years.

#### **Overall Weighing Analysis of the Sub-criteria and the Indicators**

The professional teaching competence indicators for senior high English teachers were categorized into five criteria: planning competence, teaching competence, management competence, professional development, and teaching ethics. Prominence comparisons of the sub-criteria and the indicators under each criterion were presented below.

#### **Planning Competence**

The sub-criteria for planning competence included course planning and teaching planning. As shown in Table 15, senior high school English teachers laid higher emphasis on teaching planning (0.576) than course planning (0.424). The reason might be that most of the course planning (including the course syllabi and the teaching materials) was done by teachers' course development committees, what teachers could concentrate on was to increase students' learning efficiency by taking care of the individual and class differences.

Thus, teaching planning was thought of as prior to course planning for teachers.

Table 15

Weighing Analysis of the Sub-criteria for Planning Competence

Sub-criterion	Prominence Comparison	Order
Course Planning	0.424	2
Teaching Planning	0.576	1
Inconsistency: 0.00		

**Course Planning**

The indicators for course planning contained adapting or choosing suitable teaching materials, developing course syllabi, and developing teaching procedures. As could be seen in Table 16, teaching premium was usually laid on skillful techniques rather than previous planning. Therefore, the statistics of developing teaching procedures (0.396) and adapting or choosing suitable teaching materials (0.380) were far higher than that of developing course syllabi (0.224). This might be explained by the facts that the former two indicators were more significantly related to teaching and students' learning, and that teachers obtained more autonomy on the two indicators than developing course syllabi.

Table 16

Weighing Analysis of the Indicators for Course Planning

Indicator	Prominence Comparison	Order
Adapting or Choosing Suitable Teaching Materials	0.380	2
Developing Course Syllabi	0.224	3
Developing Teaching Procedures	0.396	1
Inconsistency: 0.00		

**Teaching Planning**

The indicators for teaching planning consisted of five sub-criteria: planning curriculum according to students' learning development, planning curriculum according to students' individual differences, establishing appropriate teaching objectives, planning appropriate teaching activities, and understanding the development of guidelines for senior

high school education issued by MOE, such as ‘95 Guidelines’ and ‘99 Guidelines’.

Following the teaching procedures set in course planning, for the criterion of teaching planning, planning appropriate teaching activities (0.316) won the highest priority because it helped put the teaching conception into practice. Since the first two indicators were much more closely associated with teaching, we could infer that teachers would rather know how to teach and what could be achieved than knowing the guidelines (Table 17).

Table 17

#### Weighing Analysis of the Indicators for Teaching Planning

Indicator	Prominence Comparison	Order
Planning Curriculum According to Students’ Learning Development	0.175	4
Planning Curriculum According to Students’ Individual Differences	0.184	3
Establishing Appropriate Teaching Objectives	0.210	2
Planning Appropriate Teaching Activities	0.316	1
Understanding the Development of Guidelines for Senior High School Education Issued by MOE	0.115	5
Inconsistency: 0.00		

#### Teaching Competence

The sub-criteria for teaching competence comprised presentation of teaching materials, English teaching techniques, language assessment ability, English language competence, and communicative competence.

Among them, communicative competence (0.302) ranked the highest priority over other criteria, which reflected the fact that communicative competence was the most influential factor in transmitting knowledge to students and establishing good teacher-student interaction. Good communicative competence brought better understanding of the learning materials for students, and thus higher teaching efficiency could be achieved. The second priority was English language competence (0.244). This suggested that in order to communicate effectively and be the model for students to communicate in the target language, higher English language competence, inevitably, was taken as another essential factor. The third was English teaching techniques (0.197). We could see that the first three

indicators were more associated with teachers' language competence, which might involve more in-class teaching. Surprisingly, presentation of teaching materials (0.124) was the last consideration in teaching English. This might be that language assessment ability (0.133) was more related to teachers' language ability than presentation of teaching materials. Generally speaking, the results suggested that teachers cared about their language competence more than their teaching competence (Table 18).

Table 18

## Weighing Analysis of the Sub-criteria for Teaching Competence

Sub-criterion	Prominence Comparison	Order
Presentation of Teaching Materials	0.124	5
English Teaching Techniques	0.197	3
Language Assessment Ability	0.133	4
English language Competence	0.244	2
Communicative Competence	0.302	1
Inconsistency: 0.00		

***Presentation of Teaching Materials***

The indicators for presentation of teaching materials were presenting teaching materials coherently and systematically, and correct understanding of the teaching content.

Based on Table 19, presenting teaching materials coherently and systematically (0.620) was labeled as more important than correct understanding of the teaching content (0.380). Thus, putting more stress on how to teach rather than knowing what to teach was more focused.

Table 19

## Weighing Analysis of the Indicators for Presentation of Teaching Materials

Indicator	Prominence Comparison	Order
Presenting Teaching Materials Coherently and Systematically	0.620	1
Correct Understanding of the Teaching Content	0.380	2
Inconsistency: 0.00		

### ***English Teaching Techniques***

The sub-criterion of English teaching techniques was composed of ten sub-criteria: being familiar with English teaching theories and methods, using diverse instructional strategies to familiarize students with the learning content, effectively connecting learning to students' prior knowledge, backgrounds, life experiences, and interests, clarifying misconceptions, fostering critical thinking through inquiry, problem solving, and reflection, triggering and maintaining students' motivation, skillfully selecting/ applying activities according to individual differences, ability to elicit and monitor discussion, adjusting instructional plans according to the results of evaluation, and assignment designing ability.

Among the indicators, triggering and maintaining students' motivation (0.164) was recognized as the first priority. It showed that teachers spared no effort to raise students' motivation in teaching. The second and the third indicators which overtook teachers' nerves were to adjust instructional plans according to the results of evaluation (0.147) and skillfully select or apply activities according to individual differences (0.118). When students' learning anxiety was caused by the pressure of passing the Joint University Entrance Examination, or the conflict between studies and their desire of taking part in various activities at school, what teachers could do was try to elevate students' learning motivation by adjusting instructional plan and skillfully selecting or applying activities from time to time. However, such techniques took time and effort to practice. It stood to reason that teachers laid higher emphasis on them in the hope of helping students as possible as they could. The fourth was assignment designing ability (0.107). Over-practice after school was another way to promote students' learning at school, so good assignment ability was considered significant. As to the indicators ranking the fifth, the six, and the eighth, they were seen as the techniques concerning further exploration of learning, and were often implemented after the students were familiar with the basic knowledge. Finally, being familiar with English teaching theories and methods (0.025) was ranked the last. From the results above, we seemed to be able to conclude that teachers stressed on their

teaching ability than on students' improvement in learning (Table 20).

Table 20

Weighing Analysis of the Indicators for English Teaching Techniques

Indicator	Prominence Comparison	Order
Being Familiar with English Teaching Theories and Methods	0.025	10
Using Diverse Instructional Strategies to Familiarize Students with the Learning Content	0.068	9
Effectively Connecting Learning to Students' Prior Knowledge, Backgrounds, Life Experiences, and Interests	0.100	5
Clarifying Misconceptions	0.074	8
Fostering Critical Thinking Through Inquiry, Problem Solving, and Reflection	0.097	7
Triggering and Maintaining Students' Motivation	0.164	1
Skillfully Selecting/ Applying Activities According to Individual Differences	0.118	3
Ability to Elicit and Monitor Discussion	0.099	6
Adjusting Instructional Plans According to the Results of Evaluation	0.147	2
Assignment Designing Ability	0.107	4
Inconsistency: 0.01		

### ***Language Assessment Ability***

The indicators for language assessment ability encompassed using multiple methods for measuring students' language development, clearly explaining ways of evaluation to students and their parents, and selecting appropriate evaluation methods according to the objectives of teaching.

In measuring students' development, teachers felt that selecting appropriate evaluation methods according to the objectives of teaching (0.468) was more important than using multiple methods for measuring students' language development (0.327) and clearly explaining ways of evaluation to students and their parents (0.204). This indicated that when time was so limited in doing everything, teachers would rather give priority to techniques more directly connected to teaching (Table 21).

Table 21

## Weighing Analysis of the Indicators for Language Assessment Ability

Indicator	Prominence Comparison	Order
Using Multiple Methods for Measuring Students' Language Development	0.327	2
Clearly Explaining Ways of Evaluation to Students and Their Parents	0.204	3
Selecting Appropriate Evaluation Methods According to the Objectives of Teaching	0.468	1
Inconsistency: 0.01		

***English Language Competence***

The indicators for English language competence contained four language skills, self-expressive ability, and knowledge of inter-cultural communication.

See Table 22, teachers put a higher premium on self-expressive ability (0.419) in this sub-criterion. To make oneself understood by students was seen as an important competence for teaching profession in facilitating both teaching and learning efficiency. To English teachers, self-expressive ability concerned not only the words and the sentence patterns they used in class but also students' level of proficiency when communicating with them.

Table 22

## Weighing Analysis of the Indicators for English Language Competence

Indicator	Prominence Comparison	Order
Four Language Skills	0.295	2
Self-expressive Ability	0.419	1
Knowledge of Inter-cultural Communication	0.286	3
Inconsistency: 0.00		

***Communicative Competence***

The indicators for communicative competence included good oral communication skills, good written communication skills, and good non-verbal communication skills (e.g. eye contact, gestures).



Since most of the communication and knowledge transmission were carried out orally in class, good oral communication skills (0.421) was ranked the most important competence. We found that the statistics of good written communication (0.292) was a little higher than that on good non-verbal communication skills (0.286). The necessity of evaluating homework or English compositions might be an explanation (Table 23).

Table 23

#### Weighing Analysis of the Indicators for Communicative Competence

Indicator	Prominence Comparison	Order
Good Oral Communication Skills	0.421	1
Good Written Communication Skills	0.292	2
Good Non-verbal Communication Skills (e.g. Eye contact, Gestures)	0.286	3
Inconsistency: 0.00		

#### Management Competence

The sub-criteria for management competence consisted of classroom management and resources management.

Compared with resources management (0.319), classroom management (0.681) was put higher priority by English teachers. It showed that students' needs were more crucial than the development of self-competence for English teachers (Table 24).

Table 24

#### Weighing Analysis of the Sub-criteria for Management Competence

Sub-criterion	Prominence Comparison	Order
Classroom Management	0.681	1
Resources Management	0.319	2
Inconsistency: 0.00		

#### *Classroom Management*

The indicators for classroom management was composed of establishing classroom learning regulations, creating physically safe environment that promotes students' learning, creating emotionally safe environment that promotes students' learning, good

teacher-student interaction, understanding counseling skills, promoting communication and cooperation between parents and teachers, and good crisis management skills.

In Table 25 as far as classroom management is concerned, good teacher-student interaction (0.216) was the only item involved with the communication between teacher and students, and this was indeed the foundation of establishing any classroom regulations, or physically, or emotionally safe environment in a classroom. Moreover, good crisis management skills (0.216) were labeled as the second. There are mostly big classes in Taiwan's schools and it is always beyond teachers' ability to predict conditions occurring in the classrooms. Good crisis management skills helped teachers deal with unexpected situations. Then, whatever took place in classrooms, good counseling skills (0.162) became a must in helping the students back to their normal life, especially emotionally. As to the last two indicators, establishing classroom learning regulations (0.084) and creating physically safe environment that promotes students' learning (0.084), teachers gave less attention to them since they took teachers' fewer efforts to complete.

Table 25

Weighing Analysis of the Indicators for Classroom Management

Indicator	Prominence Comparison	Order
Establishing Classroom Learning Regulations	0.084	6
Creating Physically Safe Environment That Promotes Students' Learning	0.084	6
Creating Emotionally Safe Environment That Promotes Students' Learning	0.134	4
Good Teacher-student Interaction	0.216	1
Understanding Counseling Skills	0.162	3
Promoting Communication and Cooperation between Parents and Teachers	0.115	5
Good Crisis Management Skills	0.206	2

Inconsistency: 0.01

### ***Resources Management***

The indicators for resources management comprised effectively managing personal

time, effectively incorporating materials or information from different resources into teaching, and effectively documenting teaching files.

Teachers tended to focus their management competence on effectively incorporating materials or information from different resources into teaching (0.487), which accounted for almost 50 % of the statistics among the three indicators. Still, this ability was more directly related to successful teaching, and arousing more feedback from students. In other words, if this was achieved, students' learning motivation was more easily maintained. The second was effectively documenting teaching files (0.285). This ability effectively incorporated materials or information from different resources into teaching, helping adjusting teaching according to teaching purposes or students' individual differences, and collecting teaching resources. Then, effectively managing personal time (0.228) was given rather less prominence, showing that matters more concerning teaching caught teachers' more attention than management of personal affairs (Table 26).

Table 26

Weighing Analysis of the Indicators for Resources Management

Indicator	Prominence Comparison	Order
Effectively Managing Personal Time	0.228	3
Effectively Incorporating Materials or Information from Different Resources into Teaching	0.487	1
Effectively Documenting Teaching Files	0.285	2
Inconsistency: 0.00		

### Professional Development

The sub-criterion for professional development encompassed conducting teaching research and teaching innovation and grasping opportunities to learn. From Table 27, we found that teachers showed a tendency to actively grasp opportunities to learn (0.577) rather than to conduct teaching research and teaching innovation (0.423). This seemed to suggest that teachers would take learning as a means of improving their own ability. In contrast, research and innovation were less important to their teaching.

Table 27

## Weighing Analysis of the Sub-criteria for Professional Development

Sub-criterion	Prominence Comparison	Order
Conducting Teaching Research and Teaching Innovation	0.423	2
Grasping Opportunities to Learn	0.577	1
Inconsistency: 0.00		

***Conducting Teaching Research and Teaching Innovation***

The indicators for conducting teaching research and teaching innovation included being involved in teaching research, and constantly updating teaching materials, teaching methods, or teaching aids.

As could be observed in Table 28, constantly updating teaching materials, teaching methods, or teaching aids (0.748) was given higher prominence compared with being involved in teaching research (0.252). This might be that the former was relatively easier to be put into practice and less time-consuming than the latter.

Table 28

## Weighing Analysis of the Indicators for Conducting Teaching Research and Teaching Innovation

Indicator	Prominence Comparison	Order
Being Involved in Teaching Research	0.252	2
Constantly Updating Teaching Materials, Teaching Methods, or Teaching Aids	0.748	1
Inconsistency: 0.00		

***Grasping Opportunities to Learn***

The indicators for grasping opportunities to learn consisted of participating in teacher training workshops inside or outside school, and reflecting on one's teaching and seeking professional development.

Table 29 showed that reflecting on one's teaching and seeking professional development (0.536) was ranked higher than participating in teaching training workshops

inside or outside school (0.464), which indicated that teachers were more willing to learn from their own teaching experiences, the instant reflection on teaching, instead of pursuing improvement from others' experiences.

Table 29

#### Weighing Analysis of the Indicators for Grasping Opportunities to Learn

Indicator	Prominence Comparison	Order
Participating in Teacher Training Workshops Inside or Outside School	0.464	2
Reflecting on One's Teaching and Seeking Professional Development	0.536	1
Inconsistency: 0.00		

### Teaching Ethics

The sub-criteria for teaching ethics included professionalism and working attitude. The former indicated the awareness of strict and moral regulations in teaching environment and the latter meant the willingness to offer administrative help and to build good relationship with people in the working environment. As presented in Table 30, teachers tended to hold positive good working attitude (0.660) than to keep their professionalism (0.340) in the teaching environment.

Table 30

#### Weighing Analysis of the Sub-criteria for Teaching Ethics

Sub-criterion	Prominence Comparison	Order
Professionalism	0.340	2
Working Attitude	0.660	1
Inconsistency: 0.00		

### Professionalism

The indicators for professionalism contained obeying professional ethics, and obeying social moral standards. The results in Table 31 indicated that obeying professional ethics (0.511) was taken more crucial in that it was more connected to their profession than obeying social moral standard (0.489).

Table 31

## Weighing Analysis of the Indicators for Professionalism

Indicator	Prominence Comparison	Order
Obeying Professional Ethics	0.511	1
Obeying Social Moral Standards	0.489	2
Inconsistency: 0.00		

**Working Attitude**

The indicators for working attitude encompassed providing administrative support and coordination, and establishing good working relationship with school staff, students' parents, and surrounding communities. Teachers commonly manifested the importance of establishing good working relationship with school staff, students' parents, and surrounding communities (0.614). One possible explanation was that it was more directly associated with teaching (Table 32).

Table 32

## Weighing Analysis of the Indicators for Working Attitude

Indicator	Prominence Comparison	Order
Providing Administrative Support and Coordination	0.386	2
Establishing Good Working Relationship with School Staff, Students' Parents, and Surrounding Communities	0.614	1
Inconsistency: 0.00		

**Weighing Analysis of the Sub-criteria and Indicators between Genders**

On the basis of the questionnaires returned, there were 28 male English teachers and 164 female English teachers. The weighing analyses of the five criteria, planning competence, teaching competence, management competence, professional development, and teaching ethics, on gender were presented as follows.

**Planning Competence**

From Table 33, what could be observed was that male and female English teacher broadly showed the same inclination on the rankings of the sub-criteria under planning

competence. Teaching planning ranked higher than course planning.

Table 33

Weighing Analysis of the Sub-criteria for Planning Competence on Gender

Sub-criterion	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Course Planning	0.425	2	0.424	2	
Teaching Planning	0.575	1	0.576	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

**Course Planning**

Both male English teachers and female English teachers had the same idea on the order of the indicators in course planning (Table 34). Developing teaching procedures was labeled as the most important while developing course syllabi the last.

Table 34

Weighing Analysis of the Indicators for Course Planning on Gender

Indicators	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Adapting or Choosing Suitable Teaching Materials	0.350	2	0.386	2	
Developing Course Syllabi	0.223	3	0.224	3	
Developing Teaching Procedures	0.427	1	0.391	1	
		Inconsistency: 0.03		Inconsistency: 0.00	

**Teaching Planning**

As seen in Table 35, the last two orders of the teaching planning were slightly different between male and female teachers. The former ranked planning curriculum according to students' learning development the last, but the latter thought understanding the development of guidelines for senior high school education issued by MOE, such as "95 Guidelines" and "99 Guidelines" to be the last.

Table 10

## Weighing Analysis of the Indicators for Teaching Planning on Gender

Indicators	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Planning Curriculum According to Students' Learning Development	0.119	5	0.186	4	
Planning Curriculum According to Students' Individual Differences	0.155	3	0.189	3	
Establishing Appropriate Teaching Objectives	0.230	2	0.206	2	
Planning Appropriate Teaching Activities	0.363	1	0.307	1	
Understanding the Development of Guidelines for Senior High School Education Issued by MOE	0.133	4	0.112	5	
		Inconsistency: 0.05		Inconsistency: 0.00	

**Teaching Competence**

From Table 36, it was found that male and female English teacher had the same idea on the rankings of the sub-criteria under teaching competence. Communicative competence and English language competence were the first two considerations while presentation of teaching materials the last.

Table 36

## Weighing Analysis of the Sub-criteria for Teaching Competence on Gender

Sub-criterion	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Presentation of Teaching Materials	0.097	5	0.129	5	
English Teaching Techniques	0.180	3	0.200	3	
Language Assessment Ability	0.125	4	0.134	4	
English Language Competence	0.269	2	0.240	2	
Communicative Competence	0.328	1	0.298	1	
		Inconsistency: 0.01		Inconsistency: 0.00	

***Presentation of Teaching Materials***

For presentation of teaching materials, both male English teachers and female English



teachers thought that presenting teaching materials coherently and systematically deserved more attention than correct understanding of the teaching content (Table 37).

Table 37

## Weighing Analysis of the Indicators for Presentation of Teaching Materials on Gender

Indicators	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Presenting Teaching Materials Coherently and Systematically	0.522	1	0.636	1	
Correct Understanding of the Teaching Content	0.478	2	0.364	2	
		Inconsistency: 0.00		Inconsistency: 0.00	

**English Teaching Techniques**

Nevertheless, there were greater differences in the attitude toward English teaching techniques (Table 38). The first two rankings were the same but the order was reversed for male English teachers and female English teachers. Male English teachers placed more stress on adjusting instructional plans according to the results of evaluation (0.161), while female English teachers on triggering and maintaining students' motivation (0.167). One interesting difference was found in the opinion on the third indicator, effectively connecting learning to students' prior knowledge, backgrounds, life experiences, and interests. Male teachers ranked it seventh, but female teachers the fourth. This might be inferred that though the understanding of students' prior knowledge and backgrounds might be equivalent between male and female teachers, female teachers were more informed of students' life experiences and interests, because most of the female teachers were both teachers at school and mothers at home. Compared with male teachers, they were considered having better understanding of students' mental and physical development in this period. The last three rankings for both of the male English teachers and the female English teachers were also the same except for a slight difference in order. The former ranked using diverse instructional strategies to familiarize students with the learning

content the eighth, and clarifying misconceptions the ninth, but the latter reversed the order of the two. Both of them gave the lowest priority to being familiar with English teaching theories and methods.

Table 38

## Weighing Analysis of the Indicators for English Teaching Techniques on Gender

Indicators	Male		Female		
	Prominence Comparison	Order	Prominence Comparison	Order	
Being Familiar with English Teaching Theories and Methods	0.029	10	0.024	10	
Using Diverse Instructional Strategies to Familiarize Students with the Learning Content	0.077	8	0.066	9	
Effectively Connecting Learning to Students' Prior Knowledge, Backgrounds, Life Experiences, and Interests	0.081	7	0.104	4	
Clarifying Misconceptions	0.066	9	0.075	8	
Fostering Critical Thinking Through Inquiry, Problem Solving, and Reflection	0.103	5	0.096	7	
Triggering and Maintaining Students' Motivation	0.145	2	0.167	1	
Skillfully Selecting/ Applying Activities According to Individual Differences	0.111	4	0.119	3	
Ability to Elicit and Monitor Discussion	0.103	5	0.098	6	
Adjusting Instructional Plans According to the Results of Evaluation	0.161	1	0.145	2	
Assignment Designing Ability	0.125	3	0.104	4	
		Inconsistency: 0.01		Inconsistency:0.01	

**Language Assessment Ability**

For the sub-criterion of language assessment ability, both male English teachers and female English teachers put more emphasis on selecting appropriate evaluation methods according to the objectives of teaching than on carrying out the other two indicators (Table 39).

Table 39

## Weighing Analysis of the Indicators for Language Assessment Ability on Gender

Indicators	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Using Multiple Methods for Measuring Students' Language Development	0.324	2	0.328	2	
Clearly Explaining Ways of Evaluation to Students and Their Parents	0.196	3	0.206	3	
Selecting Appropriate Evaluation Methods According to the Objectives of Teaching	0.481	1	0.466	1	
		Inconsistency: 0.00		Inconsistency: 0.01	

**English Language Competence**

From Table 40, both male English teachers and female English teachers were found to choose self-expressive ability as the most important ability for being English teachers. Actually, to make oneself understood is especially seen as important for the teaching profession in that good communication ability facilitates both teaching and learning efficiency. To English teachers, the words and the sentence patterns they use in class deserve special care, for students' level of proficiency is a factor that needs to be taken into consideration when communicating with them. However, male and female teachers had different opinions on the second and the third priorities. Male English teachers put stress on knowledge of inter-cultural communication (0.323) the second, but female English teachers the four language skills (0.306).

Table 40

## Weighing Analysis of the Indicators for English Language Competence on Gender

Indicators	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Four Language Skills	0.236	3	0.306	2	
Self-expressive Ability	0.442	1	0.414	1	
Knowledge of Inter-cultural Communication	0.323	2	0.280	3	
		Inconsistency: 0.03		Inconsistency: 0.00	

**Communicative Competence**

As shown in Table 41, for the sub-criterion of communicative competence, the opinions of male English teachers and female English teachers were very different. Male English teachers labeled good written communicative skills (0.392) as the first priority, but female English teachers considered good oral communicative skills (0.434) the first. Male English teachers thought that good oral communication skills should be more important than good non-verbal communication skills while female English teachers looked upon good-verbal communication skills as more important.

Table 41

## Weighing Analysis of the Indicators for Communicative Competence on Gender

Indicators	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Good Oral Communication Skills	0.345	2	0.434	1	
Good Written Communication Skills	0.392	1	0.277	3	
Good Non-verbal Communication Skills (e.g. Eye contact, Gestures)	0.263	3	0.289	2	
		Inconsistency: 0.01		Inconsistency: 0.00	

**Management Competence**

Table 42 indicated that to male and female English teacher, there was no discrepancy on the rankings of the two sub-criteria under management competence. Classroom

management was more emphasized than resources management.

Table 42

Weighing Analysis of the Sub-criteria for Management Competence on Gender

Sub-criterion	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Classroom Management	0.647	1	0.686	1	
Resources Management	0.353	2	0.314	2	
		Inconsistency: 0.00		Inconsistency: 0.00	

### *Classroom Management*

Male English teachers and female English teachers held almost the same perspective on the order of the indicators for the sub-criterion classroom management except that their choices of the first and the second priorities were reversed. The indicator good crisis management skills (0.241) were the first choice for male English teachers, yet good teacher-student interaction ranked the first for female English teachers. In addition, the last two orders of classroom management were slightly different between male and female English teachers. The former ranked creating physically safe environment that promotes students' learning the last, but the latter thought that establishing classroom learning regulations should be the last (Table 43).

Table 43

## Weighing Analysis of the Indicators for Classroom Management on Gender

Indicators	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Establishing Classroom Learning Regulations	0.067	6	0.088	7	
Creating Physically Safe Environment That Promotes Students' Learning	0.062	7	0.089	6	
Creating Emotionally Safe Environment That Promotes Students' Learning	0.132	4	0.134	4	
Good Teacher-student Interaction	0.203	2	0.217	1	
Understanding Counseling Skills	0.169	3	0.160	3	
Promoting Communication and Cooperation between Parents and Teachers	0.126	5	0.113	5	
Good Crisis Management Skills	0.241	1	0.200	2	
		Inconsistency: 0.01		Inconsistency: 0.01	

**Resources Management**

As to the sub-criterion of resources management, male English teachers held the same opinion as female English teachers. Both of them agreed that effectively incorporating materials or information from different resources into teaching should be the most significant ability but effectively managing personal time the least (Table 44).

Table 44

## Weighing Analysis of the Indicators for Resources Management on Gender

Indicators	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Effectively Managing Personal Time	0.150	3	0.243	3	
Effectively Incorporating Materials or Information from Different Resources into Teaching	0.515	1	0.480	1	
Effectively Documenting Teaching Files	0.335	2	0.276	2	
		Inconsistency: 0.00		Inconsistency: 0.00	

## Professional Development

To male and female English teachers, for the comparison between the two sub-criteria under professional development, grasping opportunities to learn was more important than conducting teaching research and teaching innovation in teaching (Table 45).

Table 45

### Weighing Analysis of the Sub-criteria for Professional Development on Gender

Sub-criterion	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Conducting Teaching Research and Teaching Innovation	0.436	2	0.421	2	
Grasping Opportunities to Learn	0.564	1	0.579	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

### *Conducting Teaching Research and Teaching Innovation*

For the sub-criterion of conducting teaching research and teaching innovation, both male and female English teachers recognized the importance of constantly updating teaching materials, teaching methods, or teaching aids. The statistics of this indicator was much higher than that of being involved in teaching research (Table 46).

Table 46

### Weighing Analysis of the Indicators for Conducting Teaching Research and Teaching Innovation on Gender

Indicators	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Being Involved in Teaching Research	0.283	2	0.246	2	
Constantly Updating Teaching Materials, Teaching Methods, or Teaching Aids	0.717	1	0.754	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

### *Grasping Opportunities to Learn*

Male and female teachers had different thinking on the rankings of the two indicators for the criterion grasping opportunities to learn (Table 47). Male English teachers took participating in teaching training workshops inside or outside school as the first; nevertheless, female English teachers saw reflecting on one's teaching and seeking professional development as the first.

Table 47

#### Weighing Analysis of the Indicators for Grasping Opportunities to Learn on Gender

Indicators	Male		Female		
	Prominence Comparison	Order	Prominence Comparison	Order	
Participating in Teacher Training Workshops Inside or Outside School	0.602	1	0.440	2	
Reflecting on One's Teaching and Seeking Professional Development	0.398	2	0.560	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

### **Teaching Ethics**

As could be found from Table 48, the weighing prominence between the sub-criteria under teaching ethics was the same with the overall analysis. To both of the male and female teachers, working attitude still received more attention than professionalism.

Table 48

#### Weighing Analysis of the Sub-criteria for Teaching Ethics on Gender

Sub-criterion	Male		Female		
	Prominence Comparison	Order	Prominence Comparison	Order	
Professionalism	0.363	2	0.337	2	
Working Attitude	0.637	1	0.663	1	
		Inconsistency: 0.00		Inconsistency: 0.00	



### ***Professionalism***

From the results presented from Table 49, there was a consistent perception between male and female English teachers. Both of them thought that obeying professional ethics was more prominent than obeying social moral standards.

Table 49

#### Weighing Analysis of the Indicators for Professionalism on Gender

Indicators	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Obeying Professional Ethics	0.544	1	0.505	1	
Obeying Social Moral Standards	0.456	2	0.495	2	
		Inconsistency: 0.00		Inconsistency: 0.00	

### ***Working Attitude***

From Table 50, both of the male and female teachers thought that establishing good working relationship with school staff, students' parents, and surrounding communities deserved more effort than providing administrative support and coordination.

Table 50

#### Weighing Analysis of the Indicators for Working Attitude on Gender

Indicators	Male		Female		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Providing Administrative Support and Coordination	0.375	2	0.388	2	
Establishing Good Working Relationship with School Staff, Students' Parents, and Surrounding Communities	0.625	1	0.612	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

It should be mentioned was that the fact that the numbers of male and female teachers were of great difference in English teaching area, and actually, the male teachers joining in this study were far fewer than female teachers. Therefore, the scores shown from the statistics on the opinions expressed by them needed to be discussed with caution.

## Weighing Analysis of the Sub-criteria and Indicators among Educational Backgrounds

According to the questionnaires returned, 78 English teachers had a bachelor's degree, 114 English teachers possessed a master's degree, and no English teachers had a doctorate's degree. The following were the weighing analyses of the five sub-criteria, planning competence, teaching competence, management competence, professional development, and teaching ethics, on educational backgrounds.

### Planning Competence

For teachers with different educational backgrounds, they took identical attitude on the rankings of the indicators under planning competence. Teaching planning caught more attention than course planning (Table 51).

Table 51

Weighing Analysis of the Sub-criteria for Planning Competence on Educational

Sub-criterion	University		Master's Degree		
	Prominence Comparison	Order	Prominence Comparison	Order	
Course Planning	0.390	2	0.447	2	
Teaching Planning	0.610	1	0.553	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

### Course Planning

When planning the course for students, English teachers who graduated from university ranked developing teaching procedures (0.417) the first, but teachers owning a master's degree preferred to put their emphasis on adapting or choosing suitable teaching materials (0.387). This was perhaps that teachers who owned a master's degree might feel more self-confident on adapting or choosing suitable teaching materials for students after receiving more teaching training. However, teachers who graduated from university would

rather focus their attention on the basic part of teaching, which benefited students' learning in another way (Table 52).

Table 52

Weighing Analysis of the Indicators for Course Planning on Educational Background

Indicators	University		Master's Degree		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Adapting or Choosing Suitable Teaching Materials	0.370	2	0.387	1	
Developing Course Syllabi	0.213	3	0.231	3	
Developing Teaching Procedures	0.417	1	0.382	2	
		Inconsistency: 0.00		Inconsistency: 0.01	

### *Teaching Planning*

As could be seen from Table 53, about teaching planning, teachers with different educational backgrounds held the same opinion on the first two rankings, planning appropriate teaching activities and establishing appropriate teaching objectives. Nevertheless, there was a slight difference in the last two orders for teaching planning. Teachers graduating from university ranked planning curriculum according to students' individual differences the last, but to teachers with a master's degree, planning curriculum according to students' learning development was the last.

Table 53

## Weighing Analysis of the Indicators for Teaching Planning on Educational Background

Indicators	University		Master's Degree		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Planning Curriculum According to Students' Learning Development	0.188	3	0.164	4	
Planning Curriculum According to Students' Individual Differences	0.183	4	0.183	3	
Establishing Appropriate Teaching Objectives	0.240	2	0.191	2	
Planning Appropriate Teaching Activities	0.266	1	0.353	1	
Understanding the Development of Guidelines for Senior High School Education Issued by MOE	0.123	5	0.109	5	
		Inconsistency: 0.00		Inconsistency: 0.01	

**Teaching Competence**

In this sub-criterion, the teachers with different educational backgrounds held the same opinion on the ranking of the indicators. Both of them took communicative competence as the top priority, but presentation of teaching materials the last (Table 54).

Table 54

## Weighing Analysis of the Sub-criteria for Teaching Competence on Educational Background

Sub-criterion	University		Master's Degree		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Presentation of Teaching Materials	0.108	5	0.135	5	
English Teaching Techniques	0.186	3	0.204	3	
Language Assessment Ability	0.110	4	0.151	4	
English Language Competence	0.250	2	0.238	2	
Communicative Competence	0.346	1	0.273	1	
		Inconsistency: 0.01		Inconsistency: 0.00	

***Presentation of Teaching Materials***

As could be observed from Table 55, teachers graduating from university thought that presenting teaching materials coherently and systematically (0.617) was of higher

essentiality than correct understanding of the teaching content (0.383), which was in line with the opinions of the teachers who had a master's degree.

Table 55

### Weighing Analysis of the Indicators for Presentation of Teaching Materials on Educational Background

Indicators	University		Master's Degree		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Presenting Teaching Materials Coherently and Systematically	0.617	1	0.623	1	
Correct Understanding of the Teaching Content	0.383	2	0.377	2	
		Inconsistency: 0.00		Inconsistency: 0.00	

### *English Teaching Techniques*

Speaking of the sub-criterion of English teaching techniques, teachers with different educational backgrounds held the same perspective on the first three priorities, triggering and maintaining students' motivation, adjusting instructional plans according to the results of evaluation, and skillfully selecting or applying activities according to individual differences respectively. The result showed that motivation and individual differences were always the main concerns in their teaching. Besides, they also held similar opinion on the last three rankings of the indicators, and the least premium was being familiar with English teaching theories and methods. However, it should be mentioned that they held difference opinion about the indicator of assignment designing ability (Table 56).

Table 56  
Weighing Analysis of the Indicators for English Teaching Techniques on Educational Background

Indicators	University		Master's Degree	
	Prominence Comparison	Order	Prominence Comparison	Order
Being Familiar with English Teaching Theories and Methods	0.027	10	0.023	10
Using Diverse Instructional Strategies to Familiarize Students with the Learning Content	0.070	9	0.067	9
Effectively Connecting Learning to Students' Prior Knowledge, Backgrounds, Life Experiences, and Interests	0.107	4	0.096	6
Clarifying Misconceptions	0.076	8	0.072	8
Fostering Critical Thinking Through Inquiry, Problem Solving, and Reflection	0.102	5	0.094	7
Triggering and Maintaining Students' Motivation	0.162	1	0.165	1
Skillfully Selecting/ Applying Activities According to Individual Differences	0.118	3	0.119	3
Ability to Elicit and Monitor Discussion	0.092	6	0.104	5
Adjusting Instructional Plans According to the Results of Evaluation	0.155	2	0.142	2
Assignment Designing Ability	0.092	6	0.119	3
		Inconsistency: 0.01	Inconsistency: 0.02	

### ***Language Assessment Ability***

Regarding language assessment ability, the teachers with the two educational backgrounds ranked the indicators in the same order. Selecting appropriate evaluation methods according to the objectives of teaching was thought of the most prominent, but clearly explaining ways of evaluation to students and their parents the least (Table 57).

Table 57  
Weighing Analysis of the Indicators for Language Assessment Ability on Educational Background

Indicators	University		Master's Degree		
	Prominence Comparison	Order	Prominence Comparison	Order	
Using Multiple Methods for Measuring Students' Language Development	0.411	2	0.275	2	
Clearly Explaining Ways of Evaluation to Students and Their Parents	0.175	3	0.223	3	
Selecting Appropriate Evaluation Methods According to the Objectives of Teaching	0.414	1	0.501	1	
		Inconsistency: 0.00		Inconsistency: 0.01	

### *English Language Competence*

For the sub-criterion of English language competence, both of them agreed that it mattered for English teachers to have good self-expressive ability. Their second and the third priorities were reversed (Table 58).

Table 58  
Weighing Analysis of the Indicators for English Language Competence on Educational Background

Indicators	University		Master's Degree		
	Prominence Comparison	Order	Prominence Comparison	Order	
Four Language Skills	0.376	2	0.245	3	
Self-expressive Ability	0.378	1	0.442	1	
Knowledge of Inter-cultural Communication	0.246	3	0.313	2	
		Inconsistency: 0.02		Inconsistency: 0.01	

### *Communicative Competence*

When referring to communicative competence, Table 59 showed that both of them expressed consistent opinions on the rankings of the three indicators. Good oral communication skills ranked the first. On the contrary, good non-verbal communication skills ranked the last.

Table 59  
Weighing Analysis of the Indicators for Communicative Competence on Educational Background

Indicators	University		Master's Degree		
	Prominence Comparison	Order	Prominence Comparison	Order	
	Good Oral Communication Skills	0.476	1	0.385	1
Good Written Communication Skills	0.265	2	0.311	2	
Good Non-verbal Communication Skills (e.g. Eye contact, Gestures)	0.259	3	0.304	3	
		Inconsistency: 0.01		Inconsistency: 0.01	

### Management Competence

From Table 60, it was easily to find that teachers with different educational backgrounds tended to held consistent attitude toward the importance of the indicators. Classroom management was still more stressed than resources management.

Table 60  
Weighing Analysis of the Sub-criteria for Management Competence on Educational Background

Sub-criterion	University		Master's Degree		
	Prominence Comparison	Order	Prominence Comparison	Order	
	Classroom Management	0.682	1	0.680	1
Resources Management	0.318	2	0.320	2	
		Inconsistency: 0.00		Inconsistency: 0.00	

### Classroom Management

According to the results showed in Table 61, for the sub-criterion of classroom management, besides the first two priorities, there were great differences between the opinions on the order of the indicators for teachers with different educational backgrounds. We could see that in addition to the difference in the order of the following rankings after the first, they also ranked the last differently. Teachers graduating from university ranked promoting communication and cooperation between parents and teachers the last while



teachers with a master's degree took creating physically safe environment that promotes students' learning as the last concern.

Table 61  
Weighing Analysis of the Indicators for Classroom Management on Educational Background

Indicators	University		Master's Degree		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Establishing Classroom Learning Regulations	0.089	6	0.080	6	
Creating Physically Safe Environment That Promotes Students' Learning	0.092	5	0.078	7	
Creating Emotionally Safe Environment That Promotes Students' Learning	0.160	3	0.118	5	
Good Teacher-student Interaction	0.227	1	0.206	1	
Understanding Counseling Skills	0.157	4	0.163	3	
Promoting Communication and Cooperation between Parents and Teachers	0.085	7	0.139	4	
Good Crisis Management Skills	0.190	2	0.215	2	
		Inconsistency: 0.01		Inconsistency: 0.02	

### ***Resources Management***

For the sub-criterion of resources management, both of the teachers having different educational backgrounds highlighted the importance of effectively incorporating materials or information from different resources into teaching. This is especially important in nowadays English teaching, for diverse resources increase the pleasure of learning a language and the students' learning motivation can be more easily maintained. Effectively managing personal time was concerned more about teachers' self-controlling ability. Therefore, it was thought of as less crucial in teaching (Table 62).

Table 62

### Weighing Analysis of the Indicators for Resources Management on Educational Background

Indicators	University		Master's Degree		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Effectively Managing Personal Time	0.239	3	0.220	3	
Effectively Incorporating Materials or Information from Different Resources into Teaching	0.493	1	0.483	1	
Effectively Documenting Teaching Files	0.268	2	0.298	2	
		Inconsistency: 0.00		Inconsistency: 0.00	

### Professional Development

As to the indicators under professional development, teachers with different educational backgrounds would rather choose grasping opportunities to learn than conducting teaching research and teaching innovation to make progress in teaching (Table 63).

Table 63

### Weighing Analysis of the Sub-criteria for Professional Development on Educational Background

Sub-criterion	University		Master's Degree		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Conducting Teaching Research and Teaching Innovation	0.461	2	0.398	2	
Grasping Opportunities to Learn	0.539	1	0.602	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

### *Conducting Teaching Research and Teaching Innovation*

In this sub-criterion, constantly updating teaching materials, teaching methods, or teaching aids surpassed being involved in teaching research and became teachers' common choice (Table 64).

Table 64  
Weighing Analysis of the Indicators for Conducting Teaching Research and Teaching Innovation on Educational Background

Indicators	University		Master's Degree		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Being Involved in Teaching Research	0.255	2	0.249	2	
Constantly Updating Teaching Materials, Teaching Methods, or Teaching Aids	0.745	1	0.751	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

### *Grasping Opportunities to Learn*

Teachers with a bachelor's degree preferred to reflect on their teaching and seek professional development rather than to participate in teacher training workshops inside or outside school to pursue professional development. On the contrary, teachers with higher degree gave the latter higher priority (Table 65).

Table 65  
Weighing Analysis of the Indicators for Grasping Opportunities to Learn on Educational Background

Indicators	University		Master's Degree		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Participating in Teacher Training Workshops Inside or Outside School	0.405	2	0.504	1	
Reflecting on One's Teaching and Seeking Professional Development	0.595	1	0.496	2	
		Inconsistency: 0.00		Inconsistency: 0.00	

### **Teaching Ethics**

Table 66 below indicated that teachers with different educational backgrounds had the same idea on obeying teaching ethics. Working attitude was considered more crucial than professionalism.

Table 66

## Weighing Analysis of the Sub-criteria for Teaching Ethics on Educational Background

Sub-criterion	University		Master's Degree		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Professionalism	0.313	2	0.360	2	
Working Attitude	0.687	1	0.640	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

**Professionalism**

To show their professionalism, teachers with different educational backgrounds coincidentally showed the same idea on the ranking of the indicators. Obeying professional ethics was referred to as the first choice (Table 67).

Table 67

## Weighing Analysis of the Indicators for Professionalism on Educational Background

Indicators	University		Master's Degree		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Obeying Professional Ethics	0.502	1	0.516	1	
Obeying Social Moral Standards	0.498	2	0.484	2	
		Inconsistency: 0.00		Inconsistency: 0.00	

**Working Attitude**

From Table 68, we observed that both of the teachers with different educational backgrounds had the tendency to show their respect to teaching profession by establishing good working relationship with school staff, students' parents, and surrounding communities instead of providing administrative support and coordination.

Table 68

## Weighing Analysis of the Indicators for Working Attitude on Educational Background

Indicators	University		Master's Degree		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Providing Administrative Support and Coordination	0.438	2	0.353	2	
Establishing Good Working Relationship with School Staff, Students' Parents, and Surrounding Communities	0.562	1	0.647	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

**Weighing Analysis of the Sub-criteria and Indicators among School Sizes**

Based on the questionnaires returned, 68 teachers came from schools with less than 24 senior high classes; 124 teachers came from schools with 24 to 72 classes, but no school in New Taipei City had more than 73 classes. The following results presented the weighing analysis of the five sub-criteria, planning competence, teaching competence, management competence, professional development, and teaching ethics in terms of the opinions expressed by English teachers in different sizes of schools.

**Planning Competence**

When it came to planning competence in English teaching, teachers teaching in different sizes of schools commonly show no diversity in ranking the two indicators under this sub-criterion. Teaching planning was recognized more significant than course planning (Table 69).

Table 69

## Weighing Analysis of the Sub-criteria for Planning Competence on School Size

Sub-criterion	Less Than 24 Classes		24 to 72 Classes		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Course Planning	0.388	2	0.444	2	
Teaching Planning	0.612	1	0.556	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

### *Course Planning*

For English teachers in different sizes of schools, there was a consistent perspective on the order of sub-criterion for course planning. Developing teaching procedures ranked the first while developing course syllabi the last (Table 70).

Table 70

#### Weighing Analysis of the Indicators for Course Planning on School Size

Indicators	Less Than 24 Classes		24 to 72 Classes		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Adapting or Choosing Suitable Teaching Materials	0.370	2	0.386	2	
Developing Course Syllabi	0.229	3	0.221	3	
Developing Teaching Procedures	0.401	1	0.393	1	
		Inconsistency: 0.00		Inconsistency: 0.01	

### *Teaching Planning*

However, though they showed the same thinking in the first two orders for teaching planning, planning appropriate teaching activities and establishing appropriate teaching objectives, they showed different opinions on the last two orders. Teachers from schools with less than 24 classes ranked planning curriculum according to students' learning development the last, but teachers from schools with 24 to 72 classes thought of understanding the development of guidelines for senior high school education issued by MOE, such as "95 Guidelines" and "99 Guidelines", as the last (Table 71).

Table 71

## Weighing Analysis of the Indicators for Teaching Planning on School Size

Indicators	Less Than 24 Classes		24 to 72 Classes		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Planning Curriculum According to Students' Learning Development	0.140	5	0.195	4	
Planning Curriculum According to Students' Individual Differences	0.160	3	0.196	3	
Establishing Appropriate Teaching Objectives	0.193	2	0.218	2	
Planning Appropriate Teaching Activities	0.353	1	0.294	1	
Understanding the Development of Guidelines for Senior High School Education Issued by MOE	0.154	4	0.097	5	
		Inconsistency: 0.01		Inconsistency: 0.00	

**Teaching Competence**

For teaching competence, language competence seemed to receive more attention from teachers. Both of the teachers from different sizes of schools chose communicative competence and English language competence to be the top two priorities. The last two were presentation of teaching materials and language assessment ability, which ranked differently for the two kinds of teachers (Table 72).

Table 72

## Weighing Analysis of the Sub-criteria for Teaching Competence on School Size

Sub-criterion	Less Than 24 Classes		24 to 72 Classes		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Presentation of Teaching Materials	0.084	5	0.152	4	
English Teaching Techniques	0.164	3	0.215	3	
Language Assessment Ability	0.135	4	0.130	5	
English Language Competence	0.267	2	0.228	2	
Communicative Competence	0.351	1	0.275	1	
		Inconsistency: 0.03		Inconsistency: 0.00	

### *Presentation of Teaching Materials*

As could be seen in Table 73, for presentation of teaching materials, presenting teaching materials coherently and systematically was always factored into the focus of teaching prior to correct understanding of the teaching content.

Table 73

#### Weighing Analysis of the Indicators for Presentation of Teaching Materials on School Size

Indicators	Less Than 24 Classes		24 to 72 Classes	
	Prominence Comparison	Order	Prominence Comparison	Order
Presenting Teaching Materials Coherently and Systematically	0.608	1	0.627	1
Correct Understanding of the Teaching Content	0.392	2	0.373	2
Inconsistency: 0.00		Inconsistency: 0.00		

### *English Teaching Techniques*

When talking about English teaching techniques, teachers in different sizes of schools seemed to have diverse perspectives (Table 74). About the first two orders, teachers in schools with less than 24 classes tended to spend their energy on adjusting instructional plans according to the results of evaluation (0.161) over triggering and maintaining students' motivation (0.138), but for teachers in larger schools, the order was reversed. However, Then, it could be seen that all the teachers took similar view on the less important indicators. The eighth, the ninth, and the last priorities in this area were the same except that teachers from schools with less than 24 classes labeled clarifying misconceptions as the ninth, but teachers from schools with 24 to 72 classes, it ranked the eighth.



Table 74

## Weighing Analysis of the Indicators for English Teaching Techniques on School Size

Indicators	Less Than 24 Classes		24 to 72 Classes	
	Prominence	Order	Prominence	Order
	Comparison		Comparison	
Being Familiar with English Teaching Theories and Methods	0.022	10	0.026	10
Using Diverse Instructional Strategies to Familiarize Students with the Learning Content	0.066	8	0.068	9
Effectively Connecting Learning to Students' Prior Knowledge, Backgrounds, Life Experiences, and Interests	0.092	6	0.104	4
Clarifying Misconceptions	0.061	9	0.081	8
Fostering Critical Thinking Through Inquiry, Problem Solving, and Reflection	0.091	7	0.100	5
Triggering and Maintaining Students' Motivation	0.138	2	0.178	1
Skillfully Selecting/ Applying Activities According to Individual Differences	0.126	3	0.115	3
Ability to Elicit and Monitor Discussion	0.116	5	0.090	7
Adjusting Instructional Plans According to the Results of Evaluation	0.161	1	0.140	2
Assignment Designing Ability	0.126	3	0.098	6
Inconsistency: 0.03		Inconsistency: 0.01		

**Language Assessment Ability**

For language assessment ability, both of them recognized selecting appropriate evaluation methods according to the objectives of teaching as the first priority, and clearly explaining ways of evaluation to students and their parents the last concern (Table 75).

Table 75

## Weighing Analysis of the Indicators for Language Assessment Ability on School Size

Indicators	Less Than 24 Classes		24 to 72 Classes	
	Prominence	Order	Prominence	Order
	Comparison		Comparison	
Using Multiple Methods for Measuring Students' Language Development	0.292	2	0.347	2
Clearly Explaining Ways of Evaluation to Students and Their Parents	0.200	3	0.206	3
Selecting Appropriate Evaluation Methods According to the Objectives of Teaching	0.508	1	0.447	1
		Inconsistency: 0.03	Inconsistency: 0.00	

**English Language Competence**

When considering the order of the indicators for English language competence, teachers teaching in schools with less than 24 classes ranked knowledge of inter-cultural communication (0.390) the first, but four language skills (0.236) the last. Nevertheless, teachers working in schools with 24 to 72 classes thought of self-expressive ability (0.436) as the most important, knowledge of inter-cultural communication the least (Table 76).

Table 76

## Weighing Analysis of the Indicators for English Language Competence on School Size

Indicators	Less Than 24 Classes		24 to 72 Classes	
	Prominence	Order	Prominence	Order
	Comparison		Comparison	
Four Language Skills	0.236	3	0.327	2
Self-expressive Ability	0.375	2	0.436	1
Knowledge of Inter-cultural Communication	0.390	1	0.237	3
		Inconsistency: 0.02	Inconsistency: 0.00	

**Communicative Competence**

A great difference was also found on the opinions for communicative competence. Teachers from smaller schools manifested the importance of good non-verbal

communicative skills (0.387) over the other two, while teachers from middle-size schools labeled good oral communicative skills (0.444) as the first. Furthermore, the former thought that good written communication skills to be the last concern, but the latter good non-verbal communication skills (Table 77).

Table 77

#### Weighing Analysis of the Indicators for Communicative Competence on School Size

Indicators	Less Than 24 Classes		24 to 72 Classes	
	Prominence	Order	Prominence	Order
	Comparison		Comparison	
Good Oral Communication Skills	0.370	2	0.444	1
Good Written Communication Skills	0.243	3	0.317	2
Good Non-verbal Communication Skills (e.g. Eye contact, Gestures)	0.387	1	0.238	3
	Inconsistency: 0.02		Inconsistency: 0.01	

### Management Competence

Table 78 reflected the fact that the two types of teachers commonly agreed that classroom management should be more stressed than resources management when speaking of management competence.

Table 78

#### Weighing Analysis of the Sub-criteria for Management Competence on School Size

Sub-criterion	Less Than 24 Classes		24 to 72 Classes	
	Prominence	Order	Prominence	Order
	Comparison		Comparison	
Classroom Management	0.682	1	0.680	1
Resources Management	0.318	2	0.320	2
	Inconsistency: 0.00		Inconsistency: 0.00	

### Classroom Management

In the area of classroom management, as presented in Table 79, the first two priorities were the same for teachers from different sizes of schools, though the order was reversed. Teachers from schools with less than 24 classes chose good crisis management skills to be

the first, but to teachers from schools with 24 to 72 classes, good teacher-student interaction was the most prominent. The last two priorities were also the same except that teachers from schools with less than 24 classes emphasized establishing classroom learning regulations over creating physically safe environment that promotes students' learning, but teachers from schools with 24 to 72 classes labeled them as equally important.

Table 79

## Weighing Analysis of the Indicators for Classroom Management on School Size

Indicators	Less Than 24 Classes		24 to 72 Classes	
	Prominence	Order	Prominence	Order
	Comparison		Comparison	
Establishing Classroom Learning Regulations	0.082	7	0.085	6
Creating Physically Safe Environment That Promotes Students' Learning	0.083	6	0.085	6
Creating Emotionally Safe Environment That Promotes Students' Learning	0.128	5	0.137	4
Good Teacher-student Interaction	0.193	2	0.228	1
Understanding Counseling Skills	0.171	3	0.156	3
Promoting Communication and Cooperation between Parents and Teachers	0.134	4	0.105	5
Good Crisis Management Skills	0.210	1	0.203	2
Inconsistency: 0.04		Inconsistency: 0.00		

**Resources Management**

Concerning the opinions on resources management, the two groups of the teachers ranked the indicators identically. Effectively incorporating materials or information from different resources into teaching was laid more premium on than the other two indicators (Table 80).

Table 80

## Weighing Analysis of the Indicators for Resources Management on School Size

Indicators	Less Than 24 Classes		24 to 72 Classes	
	Prominence	Order	Prominence	Order
	Comparison		Comparison	
Effectively Managing Personal Time	0.210	3	0.236	3
Effectively Incorporating Materials or Information from Different Resources into Teaching	0.442	1	0.510	1
Effectively Documenting Teaching Files	0.347	2	0.254	2
	Inconsistency: 0.00		Inconsistency: 0.01	

**Professional Development**

From Table 81, teachers' opinions were found consistent again. They were more willing to grasp opportunities to learn than conduct teaching research and teaching innovation in their tight teaching schedule.

Table 81

## Weighing Analysis of the Sub-criteria for Professional Development on School Size

Sub-criterion	Less Than 24 Classes		24 to 72 Classes	
	Prominence	Order	Prominence	Order
	Comparison		Comparison	
Conducting Teaching Research and Teaching Innovation	0.409	2	0.431	2
Grasping Opportunities to Learn	0.591	1	0.569	1
	Inconsistency: 0.00		Inconsistency: 0.00	

***Conducting Teaching Research and Teaching Innovation***

As far as professional development was concerned, for teachers teaching in schools with less than 24 classes, constantly updating teaching materials, teaching methods, or teaching aids (0.753) was given higher prominence over being involved in teaching research (0.247). The result was in line with that expressed by teachers from larger schools (Table 82).

Table 82

Weighing Analysis of the Indicators for Conducting Teaching Research and Teaching Innovation on School Size

Indicators	Less Than 24 Classes		24 to 72 Classes		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Being Involved in Teaching Research	0.247	2	0.254	2	
Constantly Updating Teaching Materials, Teaching Methods, or Teaching Aids	0.753	1	0.746	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

***Grasping Opportunities to Learn***

Table 83 indicated that, for teachers from schools with less than 24 classes, reflecting on one's teaching and seeking professional development (0.613) was more essential than participating in teacher training workshops inside or outside school (0.387). However, the opinions of the teachers teaching in larger schools were slightly different. The figure of participating in teacher training workshops inside or outside school was a little higher than that of reflecting on one's teaching and seeking professional development.

Table 83

Weighing Analysis of the Indicators for Grasping Opportunities to Learn on School Size

Indicators	Less Than 24 Classes		24 to 72 Classes		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Participating in Teacher Training Workshops Inside or Outside School	0.387	2	0.507	1	
Reflecting on One's Teaching and Seeking Professional Development	0.613	1	0.493	2	
		Inconsistency: 0.00		Inconsistency: 0.00	

**Teaching Ethics**

When referring to teaching ethics, it was discovered that no matter what size of schools the teachers were teaching, they thought working attitude deserved more attention

than professionalism (Table 84).

Table 84

Weighing Analysis of the Sub-criteria for Teaching Ethics on School Size

Sub-criterion	Less Than 24 Classes		24 to 72 Classes		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Professionalism	0.294	2	0.367	2	
Working Attitude	0.706	1	0.633	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

**Professionalism**

For the criterion of professionalism, the statistics between the two indicators were always close to each other. To teachers teaching in schools with less than 24 classes, obeying social moral standards was more important, but teachers working in schools with 24 to 72 classes gave more prominence on obeying professional ethics (Table 85).

Table 85

Weighing Analysis of the Indicators for Professionalism on School Size

Indicators	Less Than 24 Classes		24 to 72 Classes		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Obeying Professional Ethics	0.462	2	0.537	1	
Obeying Social Moral Standards	0.538	1	0.463	2	
		Inconsistency: 0.00		Inconsistency: 0.00	

**Working Attitude**

About working attitude, the attitude toward the two indicators for teachers from different sizes of schools was consistent. All of them believed that establishing good working relationship with school staff, students' parents, and surrounding communities was more essential than providing administrative support and coordination (Table 86).

Table 86

## Weighing Analysis of the Indicators for Working Attitude on School Size

Indicators	Less Than 24 Classes		24 to 72 Classes		
	Prominence	Order	Prominence	Order	
	Comparison		Comparison		
Providing Administrative Support and Coordination	0.378	2	0.390	2	
Establishing Good Working Relationship with School Staff, Students' Parents, and Surrounding Communities	0.622	1	0.610	1	
		Inconsistency: 0.00		Inconsistency: 0.00	

**Weighing Analysis of the Sub-criteria and Indicators among Teachers' Teaching Years**

In accordance with the questionnaires returned, 26 teachers had taught English less than 3 years, 30 teachers 4 to 6 years, and 136 teachers more than 7 years. The thinking of teachers with different teaching years on the prominence weighing of the five competence, planning competence, teaching competence, management competence, professional development, and teaching ethics was discussed below.

**Planning Competence**

For planning competence, teachers who had taught 4 to 6 years thought that course planning was more important, while teachers with the other two teaching backgrounds took teaching planning as their first priority (Table 87).

Table 87

## Weighing Analysis of the Sub-criteria for Planning Competence on Total Teaching Years

Sub-criterion	Less Than 3 Years		4 to 6 Years		More Than 7 Years		
	Prominence	Order	Prominence	Order	Prominence	Order	
	Comparison		Comparison		Comparison		
Course Planning	0.335	2	0.520	1	0.420	2	
Teaching Planning	0.665	1	0.480	2	0.580	1	
		Inconsistency: 0.00		Inconsistency: 0.00		Inconsistency: 0.00	



### ***Course Planning***

Table 88 showed that when planning courses, teachers teaching less than 3 years had an inclination to put their focus on developing teaching procedures (0.526) but treated developing course syllabi (0.239) and adapting or choosing suitable teaching materials (0.235) as less important. Conversely, teachers with the other two teaching experiences took adapting or choosing suitable teaching materials as their first consideration. As had been indicated previously, teachers with higher degrees commonly chose this item, too. Therefore, the research showed that with the increasing of teaching years, the distance of degrees might be shortened.

Table 88

#### **Weighing Analysis of the Indicators for Course Planning on Total Teaching Years**

Indicators	Less Than 3 Years		4 to 6 Years		More Than 7 Years	
	Prominence	Order	Prominence	Order	Prominence	Order
	Comparison		Comparison		Comparison	
Adapting or Choosing Suitable Teaching Materials	0.235	3	0.445	1	0.397	1
Developing Course Syllabi	0.239	2	0.241	3	0.214	3
Developing Teaching Procedures	0.526	1	0.315	2	0.389	2
	Inconsistency: 0.00		Inconsistency: 0.00		Inconsistency: 0.00	

### ***Teaching Planning***

Regarding teaching planning, teachers with less than 3 years and teachers with 4 to 6 years of teaching experiences expressed consistent idea on the order of the indicators. For teachers with more than 7 years of teaching experience, in spite of the similarity in the first two orders, they ranked planning curriculum according to students' learning development the third, but planning curriculum according to students' individual differences the last (Table 89).

Table 89

## Weighing Analysis of the Indicators for Teaching Planning on Total Teaching Years

Indicators	Less Than 3 Years		4 to 6 Years		More Than 7 Years	
	Prominence	Order	Prominence	Order	Prominence	Order
	Comparison		Comparison		Comparison	
Planning Curriculum According to Students' Learning Development	0.140	4	0.154	4	0.187	3
Planning Curriculum According to Students' Individual Differences	0.190	3	0.188	3	0.182	4
Establishing Appropriate Teaching Objectives	0.207	2	0.205	2	0.212	2
Planning Appropriate Teaching Activities	0.336	1	0.329	1	0.309	1
Understanding the Development of Guidelines for Senior High School Education Issued by MOE	0.127	5	0.123	5	0.111	5
	Inconsistency: 0.01		Inconsistency: 0.01		Inconsistency: 0.01	

**Teaching Competence**

In the part of teaching competence, teachers with less than 3 years and teachers with more than 7 years of teaching experiences showed identical idea on the order of the sub-criteria. Both of them ranked communicative competence the first, English language competence the second, and presentation of teaching materials the last. On the contrary, teachers with 4 to 6 years of teaching experience took a very different view. They ranked English language competence the first, communicative competence the second, but language assessment ability the last (Table 90).

Table 90

## Weighing Analysis of the Sub-criteria for Teaching Competence on Total Teaching Years

Sub-criterion	Less Than 3 Years		4 to 6 Years		More Than 7 Years	
	Prominence	Order	Prominence	Order	Prominence	Order
	Comparison		Comparison		Comparison	
Presentation of Teaching Materials	0.131	5	0.180	4	0.112	5
English Teaching Techniques	0.160	3	0.191	3	0.206	3
Language Assessment Ability	0.150	4	0.129	5	0.130	4
English Language Competence	0.240	2	0.221	1	0.249	2
Communicative Competence	0.320	1	0.279	2	0.302	1
Inconsistency: 0.02		Inconsistency: 0.01		Inconsistency: 0.01		

**Presentation of Teaching Materials**

From Table 91, we could find that to teachers with different teaching experiences, presenting teaching materials coherently and systematically was always considered more important.

Table 91

## Weighing Analysis of the Indicators for Presentation of Teaching Materials on Total

## Teaching Years

Indicators	Less Than 3 Years		4 to 6 Years		More Than 7 Years	
	Prominence	Order	Prominence	Order	Prominence	Order
	Comparison		Comparison		Comparison	
Presenting Teaching Materials Coherently and Systematically	0.603	1	0.614	1	0.625	1
Correct Understanding of the Teaching Content	0.397	2	0.386	2	0.375	2
Inconsistency: 0.00		Inconsistency: 0.00		Inconsistency: 0.00		

**English Teaching Techniques**

For English teaching techniques, the first two main concerns for teachers with 4 to 6 years and teachers with more than 7 years of teaching experiences were the same. They were adjusting instructional plans according to the results of evaluation and triggering and

maintaining students' motivation. However, for teachers with less than 3 years of teaching experience, they labeled the former as the first consideration, but the latter the second. Then, to teachers with less than 3 years and teachers with 4 to 6 years of teaching experiences, they showed the same idea on the third and the fourth rankings, assignment designing ability and effectively connecting learning to students' prior knowledge, backgrounds, life experiences, and interests respectively. Nevertheless, to teachers with more than 7 years of teaching experience, the choice was different. They believed that skillfully selecting or applying activities according to individual differences (0.123) was more important, but their fourth ranking was also assignment designing ability. Then, we could see that teachers seemed to generally show less concern on using diverse instructional strategies to familiarize students with the learning content and being familiar with English teaching theories and methods (Table 92).

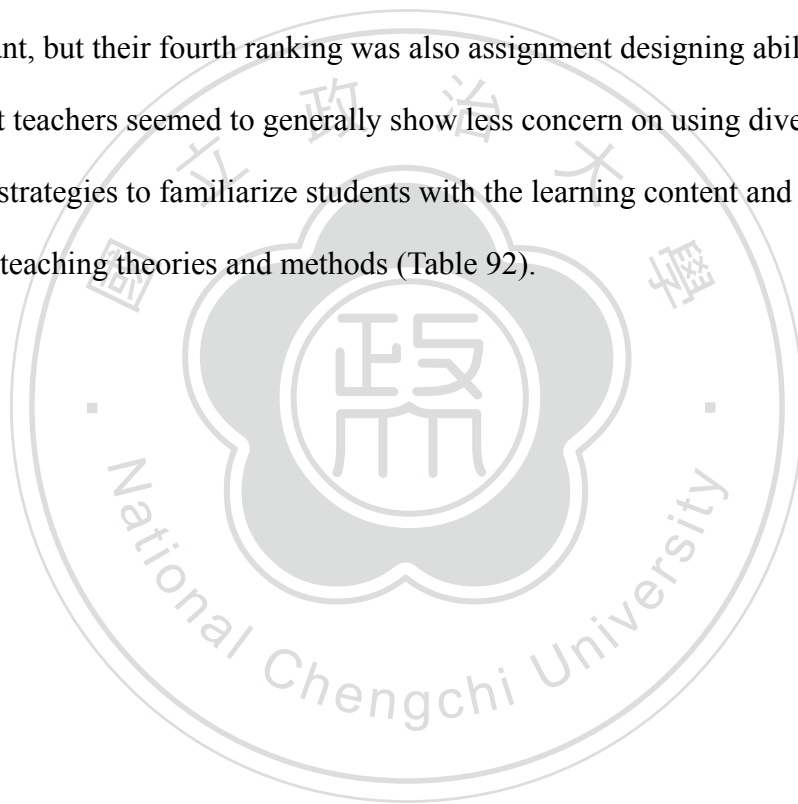


Table 92

## Weighing Analysis of the Indicators for Teaching Techniques on Total Teaching Years

Indicators	Less Than 3 Years		4 to 6 Years		More Than 7 Years	
	Prominence	Order	Prominence	Order	Prominence	Order
	Comparison		Comparison		Comparison	
Being Familiar with English Teaching Theories and Methods	0.022	10	0.024	10	0.025	10
Using Diverse Instructional Strategies to Familiarize Students with the Learning Content	0.051	9	0.064	9	0.072	8
Effectively Connecting Learning to Students' Prior Knowledge, Backgrounds, Life Experiences, and Interests	0.113	4	0.112	4	0.096	5
Clarifying Misconceptions	0.102	7	0.067	8	0.070	9
Fostering Critical Thinking through Inquiry, Problem Solving, and Reflection	0.093	8	0.109	5	0.095	7
Triggering and Maintaining Students' Motivation	0.126	2	0.162	1	0.172	1
Skillfully Selecting/ Applying Activities According to Individual Differences	0.111	5	0.103	6	0.123	3
Ability to Elicit and Monitor Discussion	0.111	5	0.101	7	0.096	5
Adjusting Instructional Plans According to the Results of Evaluation	0.151	1	0.134	2	0.150	2
Assignment Designing Ability	0.120	3	0.124	3	0.101	4
	Inconsistency: 0.02		Inconsistency: 0.02		Inconsistency: 0.01	

**Language Assessment Ability**

Table 93 showed that, for language assessment ability, all the English teachers agreed that selecting appropriate evaluation methods according to the objectives of teaching should be the first concern. As to the last concern, both teachers with less than 3 years and teachers with 4 to 6 years of teaching experiences chose using multiple methods for measuring

students' language development, but teachers with more than 7 years of teaching experience chose clearly explaining ways of evaluation to students and their parents.

Table 93

Weighing Analysis of the Indicators for Language Assessment Ability on Total Teaching Years

Indicators	Less Than 3 Years		4 to 6 Years		More Than 7 Years		
	Prominence	Order	Prominence	Order	Prominence	Order	
	Comparison		Comparison		Comparison		
Using Multiple Methods for Measuring Students' Language Development	0.262	3	0.240	3	0.361	2	
Clearly Explaining Ways of Evaluation to Students and Their Parents	0.280	2	0.283	2	0.177	3	
Selecting Appropriate Evaluation Methods According to the Objectives of Teaching	0.458	1	0.477	1	0.462	1	
		Inconsistency: 0.00		Inconsistency: 0.00		Inconsistency: 0.02	

### **English Language Competence**

For English language competence, all the teachers expressed the same idea on the rankings of the indicators (Table 94). Self-expressive ability was more emphasized over the other two.

Table 94

Weighing Analysis of the Indicators for English Language Competence on Total Teaching Years

Indicators	Less Than 3 Years		4 to 6 Years		More Than 7 Years		
	Prominence	Order	Prominence	Order	Prominence	Order	
	Comparison		Comparison		Comparison		
Four Language Skills	0.313	3	0.291	3	0.292	2	
Self-expressive Ability	0.354	1	0.416	1	0.432	1	
Knowledge of Inter-cultural Communication	0.333	2	0.294	2	0.276	3	
		Inconsistency: 0.02		Inconsistency: 0.00		Inconsistency: 0.00	

### ***Communicative Competence***

For communicative competence, there was no difference in the order of the indicators among the teachers with different years of teaching experiences. Good oral communication skills ranked the first, but good non-verbal communication skills the last (Table 95).

Table 95

Weighing Analysis of the Indicators for Communicative Competence on Total Teaching Years

Indicators	Less Than 3 Years		4 to 6 Years		More Than 7 Years		
	Prominence	Order	Prominence	Order	Prominence	Order	
	Comparison		Comparison		Comparison		
Good Oral Communication Skills	0.361	1	0.441	1	0.428	1	
Good Written Communication Skills	0.346	2	0.285	2	0.284	3	
Good Non-verbal Communication Skills (e.g. Eye contact, Gestures)	0.293	3	0.274	3	0.287	2	
		Inconsistency: 0.00		Inconsistency: 0.02		Inconsistency: 0.00	

### **Management Competence**

For management competence, the opinions among the teachers were the same (Table 96). The significance of classroom management more stressed than resources management.

Table 96

Weighing Analysis of the Sub-criteria for Management Competence on Total Teaching Years

Sub-criterion	Less Than 3 Years		4 to 6 Years		More Than 7 Years		
	Prominence	Order	Prominence	Order	Prominence	Order	
	Comparison		Comparison		Comparison		
Classroom Management	0.732	1	0.704	1	0.665	1	
Resources Management	0.268	2	0.296	2	0.335	2	
		Inconsistency: 0.00		Inconsistency: 0.00		Inconsistency: 0.00	

### *Classroom Management*

As could be observed in Table 97, in the area of classroom management, good crisis management skills and good teacher-student interaction were English teachers' common concerns despite a slight difference in the order. Teachers with less than 3 years and teachers with 4 to 6 years of teaching experiences both agreed the importance of good crisis management over the other while teachers with more than 7 years of teaching experience exchanged the order. Below these two indicators, the rankings of the other indicators also showed certain consistency in their thoughts. Establishing classroom learning regulations and creating physically safe environment that promotes students' learning were still all the teachers' last considerations. To teachers with less than 3 years of teaching experience, the last concern was creating physically safe environment that promotes students' learning, but to teachers with the other two teaching experiences, the choice was establishing classroom learning regulations.

Table 97

Weighing Analysis of the Indicators for Classroom Management on Total Teaching Years

Indicators	Less Than 3 Years		4 to 6 Years		More Than 7 Years		
	Prominence	Order	Prominence	Order	Prominence	Order	
	Comparison		Comparison		Comparison		
Establishing Classroom Learning Regulations	0.098	6	0.064	7	0.087	7	
Creating Physically Safe Environment That Promotes Students' Learning	0.081	7	0.065	6	0.089	6	
Creating Emotionally Safe Environment That Promotes Students' Learning	0.147	4	0.130	4	0.132	4	
Good Teacher-student Interaction	0.175	2	0.207	2	0.226	1	
Understanding Counseling Skills	0.152	3	0.176	3	0.160	3	
Promoting Communication and Cooperation between Parents and Teachers	0.133	5	0.129	5	0.108	5	
Good Crisis Management Skills	0.214	1	0.229	1	0.199	2	
		Inconsistency: 0.01		Inconsistency: 0.02		Inconsistency: 0.01	



### ***Resources Management***

As to resources management, effectively incorporating materials or information from different resources into teaching was every teacher's first choice. However, difference was seen on the last choice. Teachers with less than 3 years of teaching experience chose effectively documenting teaching files but teachers with the other two teaching experiences chose effectively managing personal time (Table 98).

Table 98

Weighing Analysis of the Indicators for Resources Management on Total Teaching Years

Indicators	Less Than 3 Years		4 to 6 Years		More Than 7 Years	
	Prominence	Order	Prominence	Order	Prominence	Order
	Comparison		Comparison		Comparison	
Effectively Managing Personal Time	0.347	2	0.235	3	0.207	3
Effectively Incorporating Materials or Information from Different Resources into Teaching	0.408	1	0.506	1	0.496	1
Effectively Documenting Teaching Files	0.245	3	0.259	2	0.298	2
	Inconsistency: 0.01		Inconsistency: 0.00		Inconsistency: 0.00	

### **Professional Development**

For professional development, all the teachers showed a great deal of agreement on the ranking of the sub-criteria. They would like to development professional competence by means of grasping opportunities to learn instead of conducting teaching research and teaching innovation (Table 99).

Table 99

Weighing Analysis of the Sub-criteria for Professional Development on Total Teaching Years

Sub-criterion	Less Than 3 Years		4 to 6 Years		More Than 7 Years	
	Prominence	Order	Prominence	Order	Prominence	Order
	Comparison		Comparison		Comparison	
Conducting Teaching Research and Teaching Innovation	0.375	2	0.411	2	0.435	2
Grasping Opportunities to Learn	0.625	1	0.589	1	0.565	1
	Inconsistency: 0.00		Inconsistency: 0.00		Inconsistency: 0.00	

### ***Conducting Teaching Research and Teaching Innovation***

As shown in Table 100, teachers commonly preferred to enrich their teaching proficiency by constantly updating teaching materials, teaching methods, or teaching aids rather than being involved in teaching research.

Table 100

Weighing Analysis of the Indicators for Conducting Teaching Research and Teaching Innovation on Total Teaching Years

Indicators	Less Than 3 Years		4 to 6 Years		More Than 7 Years	
	Prominence	Order	Prominence	Order	Prominence	Order
	Comparison		Comparison		Comparison	
Being Involved in Teaching Research	0.281	2	0.254	2	0.246	2
Constantly Updating Teaching Materials, Teaching Methods, or Teaching Aids	0.719	1	0.746	1	0.754	1
	Inconsistency: 0.00		Inconsistency: 0.00		Inconsistency: 0.00	

### ***Grasping Opportunities to Learn***

All the teachers were eager to learn, but by means of different channels (Table 101). Teachers with less than 3 years of teaching experience liked to participate in teacher training workshops inside or outside school, but teachers with longer teaching experiences

preferred reflecting on their teaching and seeking professional development to enrich their teaching competence.

Table 101

Weighing Analysis of the Indicators for Grasping Opportunities to Learn on Total Teaching Years

Indicators	Less Than 3 Years		4 to 6 Years		More Than 7 Years		
	Prominence	Order	Prominence	Order	Prominence	Order	
	Comparison		Comparison		Comparison		
Participating in Teacher Training Workshops Inside or Outside School	0.587	1	0.473	2	0.438	2	
Reflecting on One's Teaching and Seeking Professional Development	0.413	2	0.527	1	0.562	1	
		Inconsistency: 0.00		Inconsistency: 0.00		Inconsistency: 0.00	

### Teaching Ethics

About teaching ethics, all the teachers showed the same idea on the order of the sub-criteria (Table 102). Working attitude was always taken more essential than professionalism.

Table 102

Weighing Analysis of the Sub-criteria for Teaching Ethics on Total Teaching Years

Sub-criterion	Less Than 3 Years		4 to 6 Years		More Than 7 Years		
	Prominence	Order	Prominence	Order	Prominence	Order	
	Comparison		Comparison		Comparison		
Professionalism	0.407	2	0.312	2	0.335	2	
Working Attitude	0.593	1	0.688	1	0.665	1	
		Inconsistency: 0.00		Inconsistency: 0.00		Inconsistency: 0.00	

### Professionalism

Table 103 showed us that, for the two indicators under professionalism, teachers with 4 to 6 years of teaching experience thought that obeying social moral standards was more

crucial, while teachers with the other teaching experiences laid more prominence on obeying professional ethics.

Table 103

## Weighing Analysis of the Indicators for Professionalism on Total Teaching Years

Indicators	Less Than 3 Years		4 to 6 Years		More Than 7 Years		
	Prominence	Order	Prominence	Order	Prominence	Order	
	Comparison		Comparison		Comparison		
Obeying Professional Ethics	0.532	1	0.491	2	0.511	1	
Obeying Social Moral Standards	0.468	2	0.509	1	0.489	2	
		Inconsistency: 0.00		Inconsistency: 0.00		Inconsistency: 0.00	

**Working Attitude**

All the teachers thought that establishing good working relationship with school staff, students' parents, and surrounding communities benefited teaching more directly than providing administrative support and coordination (Table 104).

Table 104

## Weighing Analysis of the Indicators for Working Attitude on Total Teaching Years

Indicators	Less Than 3 Years		4 to 6 Years		More Than 7 Years		
	Prominence	Order	Prominence	Order	Prominence	Order	
	Comparison		Comparison		Comparison		
Providing Administrative Support and Coordination	0.440	2	0.324	2	0.390	2	
Establishing Good Working Relationship with School Staff, Students' Parents, and Surrounding Communities	0.560	1	0.676	1	0.610	1	
		Inconsistency: 0.00		Inconsistency: 0.00		Inconsistency: 0.00	



## CHAPTER FIVE

### CONCLUSION AND SUGGESTION

Through literature review and the implementation of expert validity, the hierarchical structure of professional teaching competence indicators for senior high school English teachers was constructed after two revisions and was represented in terms of 5 criteria, 13 sub-criteria, and 47 indicators. It served as indicators for evaluating senior high school English teachers' professional competence in New Taipei City and as a tool to investigate the diversity in ideas among the teachers with different social backgrounds in the present study. A total number of 192 English teachers in 22 senior high schools in New Taipei City participated in the study and based on the results, some conclusions will be given first, followed by suggestion and finally, limitation of this study.

#### Conclusion

For the sub-criteria under the 5 competences, senior high school English teachers in New Taipei City commonly agreed that:

#### **Planning Competence**

Teaching planning caught more attention than course planning. To English teachers in senior high school, since the course syllabi and the teaching materials were mostly decided by teachers' course development committees, teachers' focus naturally transferred to teaching planning. With a sound teaching planning, more concern could be put on individual differences or class differences, so that students' learning effects could be promoted (Table 105).

Table 105

## Overall Results of the Weighing Analysis for Planning Competence

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Course Planning	*	*	*	*	*	*	*	*	⊙	*
Teaching Planning	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	*	⊙

⊙:The First Priority    \*:The Last Priority    Ed Background: Educational Background

**Course Planning**

As shown in Table 106, teachers commonly labeled developing teaching procedures as the most important concern, but teachers with higher educational background and more teaching years tended to put their focus on adapting or choosing suitable teaching materials. As mentioned before, when teaching materials and course syllabi were not the choices teachers could make, developing good teaching procedures was one of the few matters that teachers could decide. But to teachers with higher educational background and more years of teaching experience, in addition to the materials chosen with school staff, they were capable of adapting or choosing other supplementary teaching materials for their students.

Table 106

## Overall Results of the Weighing Analysis for Course Planning

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Adapting or Choosing Suitable Teaching Materials					⊙			*	⊙	⊙
Developing Course Syllabi	*	*	*	*	*	*	*	*	*	*
Developing Teaching Procedures	⊙	⊙	⊙	⊙		⊙	⊙	⊙		

⊙:The First Priority    \*:The Last Priority    Ed Background: Educational Background

### Teaching Planning

All the teachers, regardless of their social backgrounds, took planning appropriate teaching activities as their first priority. Understanding the development of 95 and '99 Guidelines for senior high school education (MOE, 2004, 2008) and planning curriculum according to students' learning development were considered the least important, the former in particular. Therefore, teaching was the most important in teachers' view. Understanding the development of the politics might provide assistance to set the teaching objectives, but might be of little help in raising students' learning efficiency (Table 107).

Table 107

#### Overall Results of the Weighing Analysis for Teaching Planning

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Planning Curriculum According to Students' Learning Development		*				*				
Planning Appropriate Teaching Activities	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎
Understanding the Development of Guidelines for Senior High School Education Issued by MOE	*	*	*	*	*	*	*	*	*	*

◎:The First Priority    \*:The Last Priority    Ed Background: Educational Background

### Teaching Competence

From Table 108, we could find that communicative competence was the first priority, but presentation of teaching materials the last. Compared with students in elementary schools and junior high schools, when most senior high school students reached the middle level of English proficiency, teachers were expected to have considerable communicative



competence to deal with questions coming from the students who were under the pressure of passing the Joint University Entrance Examination. Besides, good communicative competence contributed to better teacher-student interaction and made the transmission of English knowledge easier and more efficiently.

Table 108

## Overall Results of the Weighing Analysis for Teaching Competence

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Presentation of Teaching Materials	*	*	*	*	*	*		*		*
Language Assessment Ability							*		*	
Communicative Competence	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎

◎:The First Priority    \*:The Last Priority    Ed Background: Educational Background

***Presentation of Teaching Materials***

Presenting teaching materials coherently and systematically was given a higher premium over correct understanding of the teaching content. It meant that when teachers were equipped with sufficient teaching knowledge and ability, teaching techniques became the main concern for teachers (Table 109).

Table 109

## Overall Results of the Weighing Analysis for Presentation of Teaching Materials

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Presenting Teaching Materials Coherently and Systematically	◎	◎	◎	◎	*	◎	◎	◎	◎	◎
Correct Understanding of the Teaching Content	*	*	*	*	◎	*	*	*	*	*

◎:The First Priority    \*:The Last Priority    Ed Background: Educational Background

**English Teaching Techniques**

Table 110 showed us that teachers generally agreed that triggering and maintaining students' motivation should be the first concern in teaching, and adjusting instructional plans according to the results of evaluation the second. However, difference of the order was discovered among male teachers, teachers with less than 3 years of teaching experience, and teachers teaching in schools with less than 24 classes. Actually, maintaining motivation within a learning environment was a difficult task that most middle school teachers deal with, and there was no exception of senior high school English teachers. As long as students' motivation was aroused, good learning achievement could be anticipated. Yet, to maintain students' motivation, teaching should be able to follow students' learning development. At this moment, adjusting instructional plans according to the results of evaluation became significant.

Table 110

## Overall Results of the Weighing Analysis for English Teaching Techniques

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Being Familiar with English Teaching Theories and Methods	*	*	*	*	*	*	*	*	*	*
Triggering and Maintaining Students' Motivation	◎		◎	◎	◎		◎		◎	◎
Adjusting Instructional Plans According to the Results of Evaluation		◎				◎		◎		

◎:The First Priority      \*:The Last Priority      Ed Background: Educational Background

**Language Assessment Ability**

Selecting appropriate evaluation methods according to the objectives of teaching was given the first place, but clearly explaining ways of evaluation to students and their parents the last. Actually, although knowing suitable ways to evaluate students would increase teaching efficiency, it was not easily achieved by some teachers and needed to make efforts to make it. Then, to teachers with less than 6 years of teaching experience, the importance of clearly explaining ways of evaluation to students and their parents was more emphasized than using multiple methods for measuring students' language development. The reason might be that teachers with less years of teaching experience seemed to be less confident, or were sometimes challenged by students' parents. Therefore, good communication with students' parents about ways of evaluation could increase teaching support and their confidence in teaching (Table 111).

Table 111

## Overall Results of the Weighing Analysis for Language Assessment Ability

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Using Multiple Methods for Measuring Students' Language Development								*	*	
Clearly Explaining Ways of Evaluation to Students and Their Parents	*	*	*	*	*	*	*			*
Selecting Appropriate Evaluation Methods According to the Objectives of Teaching	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎

◎:The First Priority    \*:The Last Priority    Ed Background: Educational Background

**English Language Competence**

As could be observed in Table 112, almost all the teachers gave self-expressive ability the highest priority except teachers teaching in schools with less than 24 classes. As known to most teachers, good self-expressive ability promotes communication with students and teaching efficiency, and in turn, raises learning efficiency. In addition, English is a foreign language in Taiwan, and it takes efforts to acquire it. Senior high school English teachers in New Taipei City were aware of this situation and were willing to make efforts in teaching it. Finally, four language skills and knowledge of inter-cultural communication were labeled as the second and the third priorities alternately for teachers with different social backgrounds, but the figures were close.

Table 112

## Overall Results of the Weighing Analysis for English Language Competence

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Four Language Skills		*			*	*		*	*	
Self-expressive Ability	◎	◎	◎	◎	◎		◎	◎	◎	◎
Knowledge of Inter-cultural Communication	*		*	*		◎	*			*

◎:The First Priority    \*:The Last Priority — Ed Background: Educational Background

***Communicative Competence***

Table 113 indicated that teachers commonly believed that good oral communicative skills were the fundamental competence for being good English teachers, because they transmitted knowledge orally most of the time. Then, good written communicative skills was listed the second. This was because that English teachers were obliged to teach English writing, no matter sentence or composition writing, in senior high schools. Besides, it might also be that English teaching in this period aimed at helping students to pass the university entrance examination, so the teaching was focused both on English writing and reading. The last was non-verbal communicative skills. Actually, though the last two indicators were given different prominence for teachers with different social backgrounds, there was only a slight divergence in figures.

Table 113

## Overall Results of the Weighing Analysis for Communicative Competence

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Good Oral Communicative Skills	◎		◎	◎	◎		◎	◎	◎	◎
Good Written Communicative Skills		◎	*				*			*
Good Non-verbal Communicative Skills	*	*		*	*	◎	*	*	*	

◎:The First Priority    \*:The Last Priority    Ed Background: Educational Background

**Management Competence**

Table 114 indicated the fact that classroom management was more important than resources management for teachers. When senior high school students were faced with students' dramatic changes mentally and physically, and all English teachers were likely to have the chance to become homeroom teachers at schools, finding suitable ways to stabilize students' emotions through good classroom management competence, like good counseling skills, teacher-student interaction, and even good crisis management skills, was taken as more essential than teaching itself.

Table 114

## Overall Results of the Weighing Analysis for Management Competence

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Classroom Management	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎
Resources Management	*	*	*	*	*	*	*	*	*	*

◎:The First Priority    \*:The Last Priority    Ed Background: Educational Background

### ***Classroom Management***

Teachers, generally speaking, agreed that good teacher-student interaction was the top priority because it was the foundation of classroom management. Good crisis management skills were commonly ranked the second in that it promoted the efficiency of the management. Nevertheless, good crisis management was put higher emphasis on than good teacher-student interaction for male teachers, teachers with less than 6 years of teaching experience, and teachers teaching in schools with less than 24 classes. That male teachers laid a high premium on good crisis management but female teachers emphasized good teacher-student interaction might result from gender differences. Female teachers were commonly believed to be good at expressing their emotions and at oral communication, while male teachers were less skillful at oral expression but had better mastery of coping with crises. Then, teachers with less years of teaching experience were commonly lack of experience of dealing with crises, which was always more challenging to them in the first few years of teaching. Therefore, they would be more eager to learn the skills. As to teachers teaching in smaller schools, because of the deficiency in administrative resources, crisis management might be difficult to cope with. Finally, establishing classroom learning regulations and creating physically safe environment that promoted students' learning were commonly listed the last (Table 115).

Table 115

## Overall Results of the Weighing Analysis for Classroom Management

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Establishing Classroom Learning Regulations	*		*			*	*		*	*
Creating Physically Safe Environment that Promotes Students' Learning	*	*			*		*	*		
Good Teacher-student Interaction	◎		◎	◎	◎		◎			◎
Promoting Communication and Cooperation between Parents and Teachers				*						
Good Crisis Management Skills		◎				◎		◎		◎

◎:The First Priority    \*:The Last Priority    Ed Background: Educational Background

**Resources Management**

From the results shown in Table 116, consistent viewpoint was found among the teachers regarding the order of the indicators under this sub-criterion. Effectively incorporating materials or information from different resources into teaching ranked the first, and effectively managing personal time the last. That the former was more related to teaching might be the reason.



Table 116

## Overall Results of the Weighing Analysis for Resources Management

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Effectively Managing Personal Time	*	*	*	*	*	*	*	*	*	*
Effectively Incorporating Materials or Information from Different Resources into Teaching	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎
Effectively Documenting Teaching Files								*		

◎:The First Priority      \*:The Last Priority      Ed Background: Educational Background

### Professional Development

Grasping opportunities to learn was taken more practical than conducting teaching research and teaching innovation. After all, when taking the tight teaching schedule into consideration, senior high school English teachers were forced to find ways which were less time-consuming but more effective, direct and related to teaching to enrich their teaching creativity (Table 117).

Table 117

## Overall Results of the Weighing Analysis for Professional Development

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Conducting Teaching Research and Teaching Innovation	*	*	*	*	*	*	*	*	*	*
Grasping Opportunities to Learn	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎

◎:The First Priority      \*:The Last Priority      Ed Background: Educational Background

### ***Conducting Teaching Research and Teaching Innovation***

From Table 118, it was apparent to find that all the teachers generally considered that constantly updating teaching materials, teaching methods, or teaching aids was more easily achieved than being involved in teaching and research work. After all, the former was what can be done daily and easily through discussion with colleagues, collection of teaching resources, or students' feedback. The later, however, was relatively energy- and time-consuming to teachers who had been under great pressure of teaching job, like examination paper manufacturing, classroom management, classroom management, etc.

Table 118

#### Overall Results of the Weighing Analysis for Conducting Teaching Research and Teaching Innovation

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Being Involved in Teaching and Research Work	*	*	*	*	*	*	*	*	*	*
Constantly Updating Teaching Materials, Teaching Methods, or Teaching Aids	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎

◎:The First Priority    \*:The Last Priority    Ed Background: Educational Background

### ***Grasping Opportunities to Learn***

For the overall analysis of all teachers, reflecting on one's teaching and seeking professional development was put a little higher emphasis on over participating in teacher training workshops inside or outside school. However, in each social background, teachers held diverse view of points on the order of the two. Since the figures of the two were very close, we might conclude that teachers commonly thought of the two were of similar importance (Table 119).

Table 119

## Overall Results of the Weighing Analysis for Grasping Opportunities to Learn

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Participating in Teacher Training Workshops Inside or Outside School	*	⊙	*	*	⊙	*	⊙	⊙	*	*
Reflecting on One's Teaching and Seeking Professional Development	⊙	*	⊙	⊙	*	⊙	*	*	⊙	⊙

⊙:The First Priority    \*:The Last Priority    Ed Background: Educational Background

**Teaching Ethics**

Working attitude was of higher significance than professionalism for teachers. As a matter of fact, good working attitude seemed to be an easier way to sustain good working efficiency and relationship and to bring more pleasure for the busy teaching job (Table 120).

Table 120

## Overall Results of the Weighing Analysis for Teaching Ethics

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Professionalism	*	*	*	*	*	*	*	*	*	*
Working Attitude	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙

⊙:The First Priority    \*:The Last Priority    Ed Background: Educational Background

**Professionalism**

As could be seen in Table 121, obeying professional ethics was referred to as more important than obeying social moral standards for all teachers, but the results were very

close. This implied that both of them were of similar importance.

Table 121

Overall Results of the Weighing Analysis for Professionalism

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Obeying Professional Ethics	◎	◎	◎	◎	◎	*	◎	◎	*	◎
Obeying Social Moral Standards	*	*	*	*	*	◎	*	*	◎	*

◎:The First Priority    \*:The Last Priority — Ed Background: Educational Background

**Working Attitude**

Establishing good working relationship with school staff, students' parents, and surrounding communities received higher attention than providing administrative support and coordination for all teachers without difference of social backgrounds. One acceptable reason might be that the former was more associated with teaching than the latter (Table 122).

Table 122

Overall Results of the Weighing Analysis for Working Attitude

Social Background	Total	Gender		Ed Background		School Size		Teaching Years		
		M	F	U	M	<24	25~72	<3	4~6	>7
Providing Administrative Support and Coordination	*	*	*	*	*	*	*	*	*	*
Establishing Good working Relationship with School Staff, Students' Parents, and Surrounding Communities	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎

◎:The First Priority    \*:The Last Priority    Ed Background: Educational Background

Based on the results of the study, four main conclusions could be made. One was that

classroom management competence was seen as more important than elevating teaching competence and personal affair management. The second was that matters more associated with teaching often received more attention from teachers. Third, teaching practice was viewed as more crucial than teaching theories and methods in the teaching environment. Last, students' learning effect was always the main concern for senior high school English teachers in New Taipei City

Actually, the researcher found that there might be some cultural differences when treating the indicators for evaluating teachers' professional competence. Generally speaking, the indicators found in the present study showed little difference from those set for general teachers (California Department of Education, 2009; Chien, 1997; Gau, 1996; MOE, 2006; Pan et al., 2004; Sheu, 2004; Richards, 2001; Wu, 1999), no matter for elementary or junior high school teachers in Taiwan. However, some differences could be seen when compared with the indicators developed by institutions or scholars out of Taiwan. The indicators they set were rather learner-centered. National Board Certified Teachers (NBCTs) (1987), a department under American government, especially focused the attention on students' learning process and emotional conditions. To make student learn happily and completely understand the learning materials were factored into the indicators evaluating teachers' professional competence. The indicators set by California Department of Education (2009) were also found relatively learner-centered. The learning success of ALL students was expected. Still, in Shulman's (1987) model, knowledge of learners and their characteristics, and their knowledge of educational context were referred to as important capacities for teachers. Finally, according to some individuals, reflective capacity is also important. It means the ability to be involved in reflective thinking and teaching in teaching process. Therefore, the care about students' individual differences and struggles in learning are indeed, needs to be taken into consideration in the long-lasting teaching tradition for Chinese teachers.

To sum up, teaching is a profession. Effective teaching requires the ability to integrate

the professional knowledge, skills, enthusiasm, and commitment to carry out professional responsibilities and obligations. Therefore, as English teachers, we have to move forward with a more liberal and comprehensive mind, welcoming any change in the teaching environment and being willing to make any change for the success of language teaching.

### **Suggestion**

Based on the results of the study, suggestions could be given in four aspects: professional development, teacher training, gender differences, teaching experiences, and future studies.

#### **Professional Development**

Generally speaking, professional development involves English teachers and school administrators. The former is responsible for the implementation of teaching, and the latter is the facilitators helping teachers to teach more effectively. As a result, the cooperation of both sides may contribute to a more promising future of English education.

#### ***For English Teachers***

It cannot be denied that successful language education stems from effective instruction. Actually, effective instruction can be achieved with the increase of teaching competence and improvement of teaching techniques by joining teaching training activities outside or inside school. Outside schools, teachers can attend professional conferences, seminars, workshops, teaching training activities, etc. By doing so, they can update teaching materials and teaching aids, familiarize new teaching methods and teaching techniques, and exchange teaching experiences, and in turn trigger and maintain students' learning motivation. Inside schools, teachers can do action research or self-study, establish teaching portfolios, carry out collaborative teaching, conduct classroom observations, reflect on their teaching, such as developing good classroom management skills, increasing teaching diversity, paying more attention to individual differences, and seeking chances of professional development.

Professional development exists not only in teaching but also in taking care of students professionally. Physically, good arrangement of the classrooms can offer students good environment to learn. Mentally, good teacher-student interaction lower students' learning anxiety and increase learning pleasure, so the learning effect can be expected. And academically, teachers need to adjust teaching or conduct remedial teaching for some students.

### ***For School Administrators***

For the success of English teaching, school administrators are supposed to give their support to teachers. Academically, schools need to provide teachers with the chances of taking part in seminars and workshops, to encourage interaction, discussion, and experience sharing among teachers, or to show an open attitude toward teachers' advanced studies. Economically, schools should offer teachers sufficient founding in purchase of teaching equipment necessary for language teaching, such as audio-visual equipment, language laboratories, Internet service, teaching and learning materials. Administratively, the allocation of student number in each classroom and teaching hours should be reasonable and affordable for teachers. Ideologically, school administrators need to develop an international outlook and correct conceptions of promoting English education. As known to most of the teachers, with efficient instruction and teaching planning, students' learning motivation can be elevated, and good working relationship with teachers can be sustained.

### **Teacher Training**

According to the results of investigation, future English teacher training can achieve more success in three aspects: subject knowledge and teaching techniques, English language proficiency, and classroom management.

About subject knowledge and teaching techniques, teachers are required to have good mastery of the subject, no matter in related knowledge or in the ways to put it into

practice. They need to learn how to develop teaching procedures and plan appropriate teaching activities for students, to present materials coherently and systematically, to adjust teaching plans based on learning evaluation, and of course, maintain students' learning motivation by means of suitable evaluation methods and feedback.

Sufficient English proficiency, needless to say, is another important requirement for English teachers, especially oral communicative skills. Since they are teaching a language, being good models of language use is essential.

Good classroom management skills promote learning effects. Through good teacher-student interaction together with good crisis management skills, students are provided a mentally safe learning environment. Successful learning effects can be expected when students' anxiety is lowered.

### **Gender Differences**

Gender affects teachers in many aspects, like teachers' beliefs (Cheng, 2010; Kalaian & Freeman, 1994; Mohammadi, Navidi, Baskshiri, & Kamali, 2011), teachers' personal traits (Baron-Cohen, 2003; Pinker & Spelke, 2005), teaching styles, ways of dealing pressure (Apple, 1982), language ability (Besnier, 2003; Butler, 1993;), speech styles (Besnier, 2005; Cameron, 1985, 2005; Coates, 1986; Harrington, Litosseliti, Sauntson & Sunderland, 2007), communication with students (Tannen, 1991), etc.

In the present study, male and female teachers showed significant differences in opinions on English teaching techniques, communicative competence, English competence, and classroom management. The differences might offer teachers of different genders chances to reflect on their teaching and to make necessary changes for the benefits of students.

### **Teaching Experience**

Teaching years are commonly thought of as an indispensable factor when discussing students' achievement (Borg, 1998; Cheng, 2010; Feng, 2001; Johnson, 1989; Lin, 1990;



Liu, 1999; Meijer, Verloop, & Beijaard, 1999; Richards & Lockhart, 1996; Roehrig & Kruse, 2005). In the study conducted by Agne, Greenwood, and Miler (1994), they pointed out that teaching years lead teachers to be more humanistic in controlling their students than in-service teachers teaching the same subjects of the same school size. In the present study, differences were also found on teachers with different number of teaching years in course planning, English teaching techniques, language assessment ability, resources management, and grasping opportunities to learn. To eliminate the differences, constant exchanges of teaching experiences and opinions in teaching among teachers with different teaching years might be helpful.

### **For Future Studies**

The study on the professional teaching competence indicators for teachers has been a topic of interest for both researchers and teachers in recent years. The hierarchical structure of the indicators is a newly developed way to highlight the importance of some indicators and a clearer way for teachers to understand both the indicators for evaluating their professional competence and the priorities of the indicators in their teaching. Therefore, similar studies are expected to be implemented on English teachers of different school levels and in different areas of Taiwan.

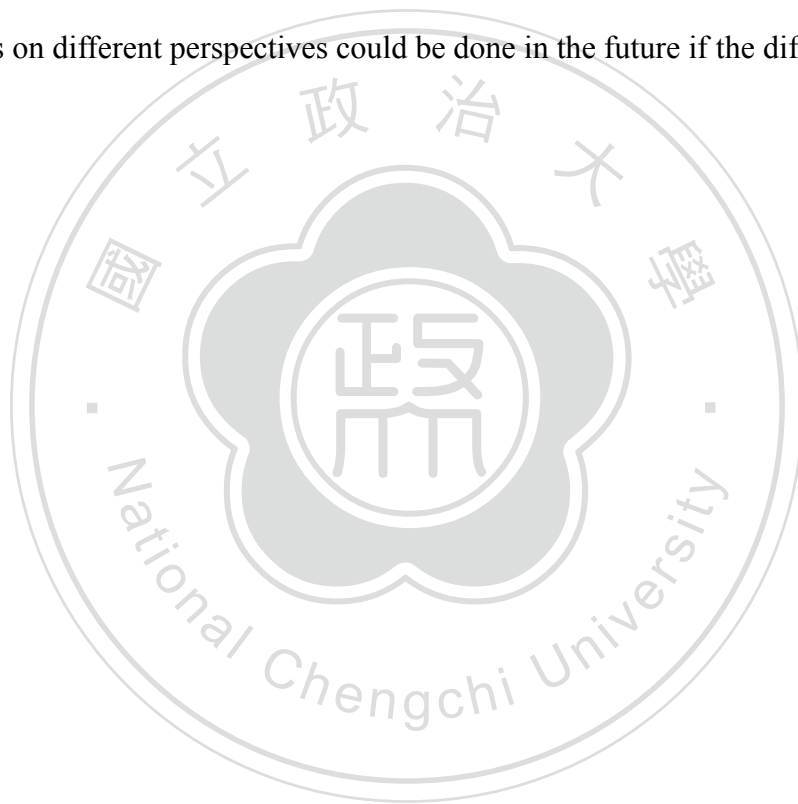
Moreover, the relation between teachers' beliefs and students' academic achievement can be another angle to ponder over. Since the present study is concerned about teachers' beliefs, the next study on this topic will be highly anticipated.

### **Limitations of the Study**

There were some limitations in implementing the present study. The first was about the questionnaires. The complicated design of AHP questionnaire took the respondents much time to understand it and to fill it in. Besides, the questionnaire was designed in English to avoid the misunderstanding from translation errors, but the length of the questionnaires and the language barrier discouraged the respondents from spending time

on it. Therefore, a Chinese questionnaire may be a better choice next time but the translation precision needs to be taken care of.

Second, varied perspectives needed to be taken into account when discussing the evaluation of teachers' professional teaching competence, such as students', the parents of the students', professors', and even the administrators' perspectives. However, constrained by the fact that the job of the evaluation was supposed to be conducted by experts who were equipped with the professional knowledge and that the possibility of obtaining the information, only teachers' perspectives was investigated in this study. It was expected that related studies on different perspectives could be done in the future if the difficulties could be overcome.





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## Appendix

### Appendix 1 Census for the Number of Public Senior High School Teachers in New Taipei City

School	Number of English teachers	School	Number of English teachers	School	Number of English teachers
國立華僑中學	18	新北市立海山高中	12	新北市立雙溪高中	4
國立泰山高中	16	新北市立三重高中	10	新北市立石碇高中	5
國立板橋高中	24	新北市立永平高中	12	新北市立丹鳳高中	6
國立新店高中	20	新北市立樹林高中	15	新北市立清水高中	11
國立中和高中	21	新北市立明德高中	11	新北市立三民高中	11
國立新莊高中	21	新北市立秀峰高中	7	新北市立錦和高中	7
國立三重高中	17	新北市立金山高中	7		
國立林口高中	17	新北市立安康高中	7		

Total: 279



### Appendix 2 Example of Filling in the Questionnaire

**III. Section Three** The indicators for English language competence include four language skills, self-expressive ability, and knowledge of inter-cultural communication. Please compare the prominence of the three indicators, and mark “ ~ ” in the corresponding grid.

Left sub-criterion/alternative	Left > Right									Right > Left									Right sub-criterion/alternative
	More important ? Intensity of Importance ?									More important									
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong		Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9		
Four language skills									*1									Self-expressive ability	
													*2					Knowledge of inter-cultural communication	
Self-Expressive ability																	*3	Knowledge of inter-cultural communication	

Note: \*1. Four language skills and self-expressive ability are of equal importance.

\*2. Knowledge of inter-cultural communication is of very strong importance than four language skills.

\*3. Knowledge of inter-cultural communication is of very strong importance than self-expressive ability.

**Name in Chinese)**

Name	Academics	Title
A	Department of English, National Chengchi University	Associate professor
B	Department of English, National Chengchi University	Associate professor
C	Chiayi County Jhuci Senior High School	Senior high school English teacher
D	Taipei Municipal Jianguo High School	Senior high school English teacher
E	National Hualien Girls' Senior High School	Senior high school English teacher and grade coordinator
F	New Taipei City Shulin High School	Senior high school English teacher



**Appendix 4 Catalogue for Experts Consulted (Listed According to the Strokes of the Last Name in Chinese)**

Name	Academics	Title
A	Department of English, Tamkang University	Assistant professor
B	Department of Children English Education, National Taipei University of Education	Assistant professor
C	Department of Children English Education, National Taipei University of Education	Professor



**Appendix 5 The Hierarchical Structure of Professional Teaching Competence  
Indicators for Senior High School English Teachers**

Criterion	Sub-criterion	Indicators
Planning competence	Course planning	Adapting or choosing suitable teaching materials
		Developing course syllabi
		Developing teaching procedures
	Teaching planning	Planning curriculum according to students' learning development
		Planning curriculum according to students' individual differences
		Establishing appropriate teaching objectives
		Planning appropriate teaching activities
	Understanding the development of guidelines for senior high school education issued by MOE, such as "95 Guidelines" and "99 Guidelines"	
Teaching competence	Presentation of teaching materials	Presenting teaching materials coherently and systematically
		Correct understanding of the teaching content
	English teaching techniques	Being familiar with English teaching theories and methods
		Using diverse instructional strategies to familiarize students with the learning content
		Effectively connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
		Clarifying misconceptions
		Fostering critical thinking through inquiry, problem solving, and reflection
		Triggering and maintaining students' motivation
		Skillfully selecting/applying activities according to individual differences
		Ability to elicit and monitor discussion
		Adjusting instructional plans according to the results of evaluation
		Assignment designing ability
	Language assessment ability	Using multiple methods for measuring students' language development
		Clearly explaining ways of evaluation to students and their parents
		Selecting appropriate evaluation methods according to the objectives of teaching
	English language competence	Four language skills
		Self-expressive ability
		Knowledge of inter-cultural communication
	Communicative competence	Good oral communicative skills
		Good written communicative skills

		Good non-verbal communicative skills (e.g. eye contact, gestures)
Management competence	Classroom management	Establishing classroom learning regulations
		Creating physically safe environment that promotes students' learning
		Creating emotionally safe environment that promotes students' learning
		Good teacher-student interaction
		Understanding counseling skills
		Promoting communication and cooperation between parents and teachers
		Good crisis management skills
	Resources management	Effectively managing personal time
		Effectively incorporating materials or information from different resources into teaching
		Effectively documenting teaching files
Professional development	Conducting teaching research and teaching innovation	Being involved in teaching and research work
		Constantly updating teaching materials, teaching methods, or teaching aids
	Grasping opportunities to learn	Participating in teacher training workshops inside or outside school
		Reflecting on one's teaching and seeking professional development
Teaching ethics	Professionalism	Obeying professional ethics
		Obeying social moral standards
	Working attitude	Providing administrative support and coordination
		Establishing good working relationship with school staff, students' parents, and surrounding communities

## Appendix 6 Questionnaire (The Second Revision)

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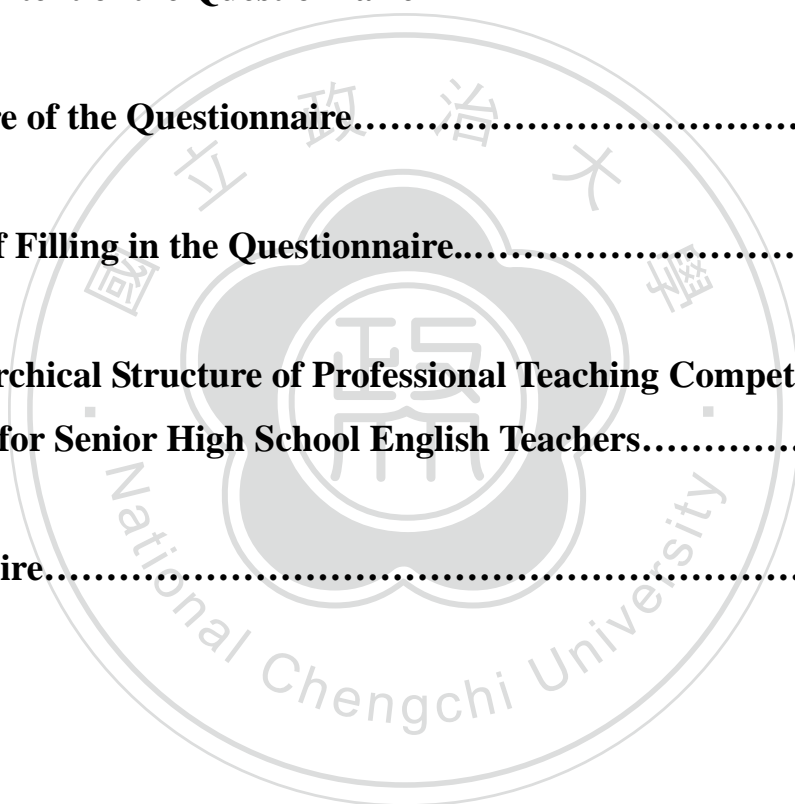
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## Part 1: Background Information

### I. Research Purpose and Research Framework

The purpose of this study is to set up the indicators with regard to professional competence for senior high school English teachers in New Taipei City, by which the researcher is able to establish the rankings of the indicators according to the opinions of teachers. Based on literature review and expert validity, 5 criteria, 13 sub-criteria, and 47 indicators are finally used as evaluating standards in the questionnaire. From the questionnaires, the research will try to explore the opinions of the senior high English teachers in New Taipei City on the prominence comparison of the indicators, and the differences in the opinions among teachers from 4 social background variants, including gender, educational background, school size, and total teaching years. The research frame is illustrated as follows (Figure 1):

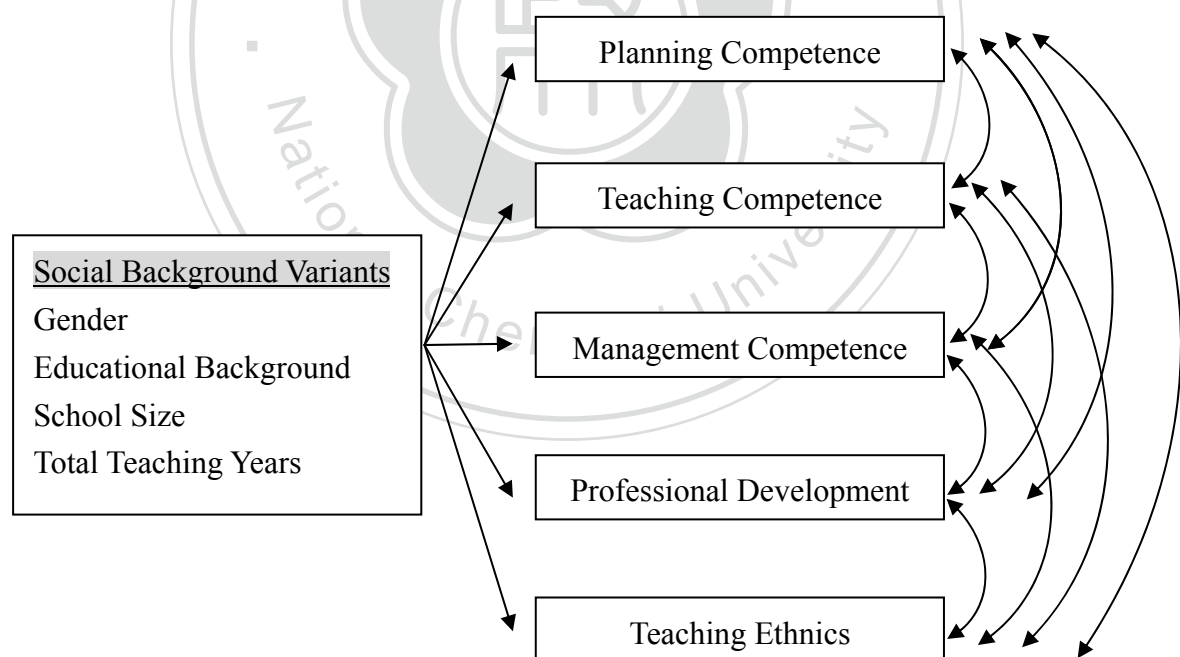


Figure 1. Research Framework

## II. Research Questions

This study attempts to answer the following questions:

1. To senior high school English teachers in New Taipei City, what was the importance of the indicators for evaluating their professional teaching competence?
2. To senior high school English teachers in New Taipei City, what was the relative prominence among the professional teaching competence indicators?
3. To senior high school English teachers with different social backgrounds in New Taipei City, what were the differences among their thinking about the relative prominence among the professional teaching competence indicators?

### Part 2: The Content of the Questionnaire

#### Questionnaire for Senior High School English Teachers on Professional Teaching Competence

Dear teachers :

The research aims to explore the indicators on professional competence for senior high school English teachers. It is expected that the evaluative system might be taken as an important reference for senior high school English education through the establishment of the indicators and the relative prominence among the indicators with the assistance of your English teaching experience and knowledge. Your opinions are of significant importance and will be kept secret except for academic research. Thank you for your cooperation and help!

With best regards,

ETMA, English Department, NCCU

Advisor : Ping-Huang Sheu, Ph.D

Researcher: Wen-Hsiu Feng

TEL : 0952994 \* \* \*

Email: michelle \* \* \* @yahoo.com.tw



**【Background Information】** (Tick the appropriate box according to the current facts)

1.Academics : \_\_\_\_\_Senior High School

2.Gender : Male Female

3.Educational background :

University/Normal university Master's Degree Ph.D. Others \_\_\_\_\_

4.Total English teaching years :

Less than 3 years 4 to 6 years More than 7 years

5.School size(Senior high school):

Less than 24 classes 25 to 72classes More than 73 classes



## I. The Structure of the Questionnaire

The questionnaire is designed in accordance with the Analytic Hierarchy Process (AHP). After the establishment of the hierarchy, a pairwise comparison between each pair of criteria needs to be made on the relative importance of the two elements within each criterion. Within each criterion or sub-criterion, the better option in each pairing is awarded a score on a scale between 1 (equally important) and 9 (absolutely more important) while the other option is assigned a rating equal to the reciprocal of this value. When filling in the questionnaire, the participants need to (1) compare the left and right sub-criterion and decide which one is more important than the other, or both are equally important. (2) When it is decided, consider the degree of importance of the selected sub-criterion, ranging from extreme to moderate importance, and then (3) tick the appropriate boxes.

The intensity of importance for each number is shown as follows: (Table 1)

Table 1. The Fundamental Scale for Pairwise Comparisons (Cited in Lou Sander, 2008)

Intensity of Importance	Definition	Explanation
1	Equal importance	Two elements contribute equally to the objective
3	Moderate importance	Experience and judgment slightly favor one element over another
5	Strong importance	Experience and judgment strongly favor one element over another
7	Very strong importance	One element is favored very strongly over another; its dominance is demonstrated in practice
9	Extreme importance	The evidence favoring one element over another is of the highest possible order of affirmation

Note: Intensities of 2, 4, 6, and 8 can be used to express intermediate values. Intensities 1.1, 1.2, 1.3, etc. can be used for elements that are very close in importance

中文說明:

各位填答者您好:

這份問卷主要是以「AHP 階層分析法」針對一般用以衡量高中英文教師專業能力的指標,徵求新北市高中英文教師對於各指標重要性高低的想法。「AHP 階層分析法」是一種將影響某一決定的各因素利用兩兩比較,最後依重要性大小依序排列出來的分析方法。因此,問卷填答者只要將問卷中表格左方選項與右方選項作比較即可。「若認為左方選項較重要,則往左方空格勾選,愈左方的空格表示愈重要;若認為左方選項與右方選項同等重要,則勾選中間(equal importance)的空格;當然,若認為右方選項較重要,則往右方空格勾選,愈右方的空格表示愈重要」。

## II. Examples of Filling in the Questionnaire

For example:

The indicators for English language competence include four language skills, self-expressive ability, and knowledge of inter-cultural communication. Please compare the prominence of the three indicators, and mark “~” in the corresponding grid.

Left sub-criterion/alternative	Left > Right									Right > Left									Right sub-criterion/alternative
	More important ← Intensity of Importance → More important																		
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong		Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9		
Four language skills									*1					*2				Self-expressive ability	
Self-Expressive ability															*3			Knowledge of inter-cultural communication	

Note: \*1. Four language skills and self-expressive ability are of equal importance.

\*2. Knowledge of inter-cultural communication is of very strong importance than four language skills.

- \*3. Knowledge of inter-cultural communication is of very strong importance than self-expressive ability.

### III. The Hierarchical Structure of Professional Teaching Competence Indicators for Senior High School English Teachers

The present research aims to explore the indicators for evaluating the professional competence of senior high school English teachers. Based on literature review and expert validity, 5 criteria, 13 sub-criteria, and 47 indicators are used as evaluating standards in the questionnaire.

Criterion	Sub-criterion	Indicators
Planning competence	Course planning	Adapting or choosing suitable teaching materials
		Developing course syllabi
		Developing teaching procedures
	Teaching planning	Planning curriculum according to students' learning development
		Planning curriculum according to students' individual differences
		Establishing appropriate teaching objectives
		Planning appropriate teaching activities
		Understanding the development of guidelines for senior high school education issued by MOE, such as "95 Guidelines" and "99 Guidelines"
	Teaching competence	Presentation of teaching materials
Correct understanding of the teaching content		
English teaching techniques		Being familiar with English teaching theories and methods
		Using diverse instructional strategies to familiarize students with the learning content
		Effectively connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
		Clarifying misconceptions
		Fostering critical thinking through inquiry, problem solving, and reflection
		Triggering and maintaining students' motivation
		Skillfully selecting/applying activities according to individual differences
		Ability to elicit and monitor discussion
		Adjusting instructional plans according to the results of evaluation

		Assignment designing ability
	Language assessment ability	Using multiple methods for measuring students' language development
		Clearly explaining ways of evaluation to students and their parents
		Selecting appropriate evaluation methods according to the objectives of teaching
	English language competence	Four language skills
		Self-expressive ability
		Knowledge of inter-cultural communication
	Communicative competence	Good oral communicative skills
		Good written communicative skills
		Good non-verbal communicative skills (e.g. eye contact, gestures)
Management competence	Classroom management	Establishing classroom learning regulations
		Creating physically safe environment that promotes students' learning
		Creating emotionally safe environment that promotes students' learning
		Good teacher-student interaction
		Understanding counseling skills
		Promoting communication and cooperation between parents and teachers
		Good crisis management skills
	Resources management	Effectively managing personal time
		Effectively incorporating materials or information from different resources into teaching
		Effectively documenting teaching files
Professional development	Conducting teaching research and teaching innovation	Being involved in teaching and research work
		Constantly updating teaching materials, teaching methods, or teaching aids
	Grasping opportunities to learn	Participating in teacher training workshops inside or outside school
		Reflecting on one's teaching and seeking professional development
Teaching ethics	Professionalism	Obeying professional ethics
		Obeying social moral standards
	Working attitude	Providing administrative support and coordination
		Establishing good working relationship with school staff, students' parents, and surrounding communities

## IV. Questionnaire

The criteria for professional teaching competence indicators for senior high school English include planning competence, teaching competence, management competence, professional development, and teaching ethics. Under each criterion are two parts. The first part is for prominence comparison of the sub-criterion, and the second part is for prominence comparison of the indicators. Please mark “~” in the corresponding grid.

**Criterion 1: Planning competence:** It indicates the capability to plan a course according to knowledge of the subject, of educational purposes, of educational contexts, and of learners and their characters.

### **Part 1** : Prominence comparison of the sub-criteria for planning competence

The sub-criteria for **planning competence** include course planning and teaching planning. Please compare the prominence of the two indicators, and mark “~” in the corresponding grid.

**Course planning:** It means that teachers need to develop a course or a set of instructional materials based on the aims and objectives that have been established for a language program.

**Teaching planning:** It involves the understanding of principled teaching (a reasonably stable and comprehensive) approach and contexts of learning (backgrounds, age, proficiency, learning goals of the learners, and the sociopolitical factors on their learning).

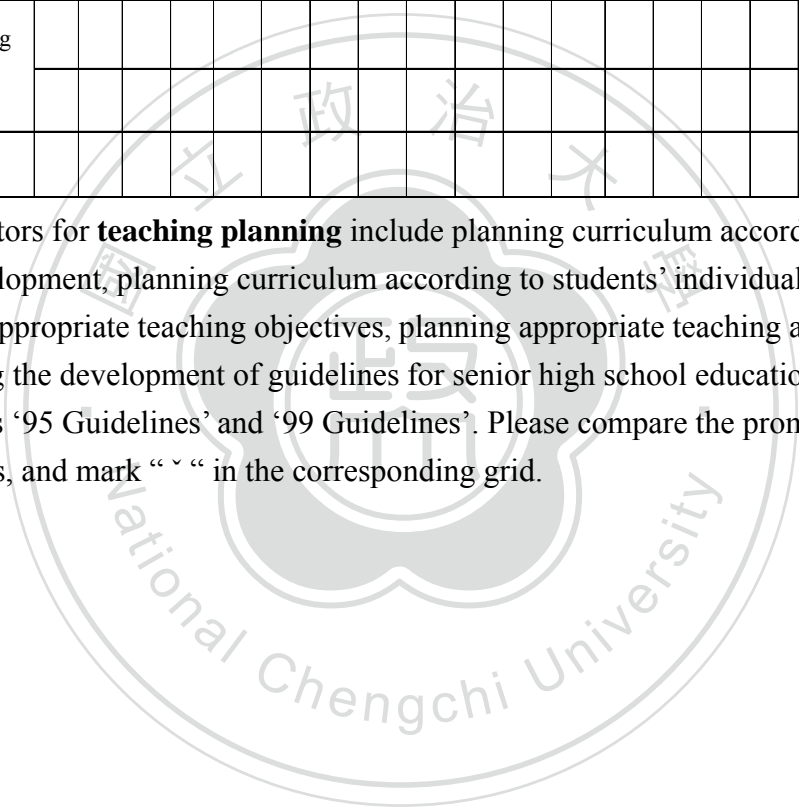
Left sub-criterion/alternative	Left > Right								Right > Left								Right sub-criterion/alternative	
	More important ? Intensity of Importance ? More important																	
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong	Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9	
Course planning																		Teaching planning

### **Part 2** : Prominence comparison of the indicators for planning competence

I. The indicators for **course planning** include adapting or choosing suitable teaching materials, and developing course syllabi, and developing teaching procedures. Please compare the prominence of the two indicators, and mark “~” in the corresponding grid.

Left sub-criterion/alternative	Left > Right								Right > Left								Right sub-criterion/alternative	
	More important ? Intensity of Importance ? More important																	
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong			Extreme Importance
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9	
Adapting or choosing suitable teaching materials																		Developing course syllabi
																		Developing teaching procedures
Developing course syllabi																		Developing teaching procedures

II. The indicators for **teaching planning** include planning curriculum according to students' learning development, planning curriculum according to students' individual differences, establishing appropriate teaching objectives, planning appropriate teaching activities, and understanding the development of guidelines for senior high school education issued by MOE, such as '95 Guidelines' and '99 Guidelines'. Please compare the prominence of the two indicators, and mark “~” in the corresponding grid.



Left sub-criterion/alternative	Left > Right								Right > Left								Right sub-criterion/alternative	
	More important ? Intensity of Importance ? More important																	
	Extreme Importance	Very Strong Importance	Strong Importance	Moderate Importance	Equal Importance	Moderate Importance	Strong Importance	Very Strong	Extreme Importance									
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9	
Planning curriculum according to students' learning development																		Planning curriculum according to students' individual differences
																		Establishing appropriate teaching objectives
																		Planning appropriate teaching activities
Planning curriculum according to students' individual differences																		Understanding the development of guidelines for senior high school education issued by MOE, such as '95 Guidelines' and '99 Guidelines'
																		Establishing appropriate teaching objectives
Establishing appropriate teaching objectives																		Planning appropriate teaching activities
																		Understanding the development of guidelines for senior high school education issued by MOE, such as '95 Guidelines' and '99 Guidelines'
Planning appropriate teaching activities																		Understanding the development of guidelines for senior high school education issued by MOE, such as '95 Guidelines' and '99 Guidelines'



**Criterion 2: Teaching competence:** It means that teachers are expected to be familiar with content knowledge, and pedagogical knowledge, be able to explain complex and course-related concepts in different contexts, provide clear instructions to facilitate learners' understanding and learning, and inspire or motivate learners.

**Part 1 : Prominence comparison of the sub-criteria for teaching competence**

The sub-criteria for **teaching competence** include presentation of teaching materials, English teaching techniques, language assessment ability, English language competence, and communicative competence. Please compare the prominence of the two indicators, and mark “~” in the corresponding grid.

**Presentation of teaching materials:** It refers to the curricular knowledge, the particular grasp of the materials

**English teaching techniques:** It means the capacity to transform the content knowledge into forms that are adaptive to individual differences.

**Language assessment ability:** It means that teachers are familiar with the theoretical foundations of assessments, assessing language skills, and test construction and administration in assessing learners' language ability.

**English language competence:** It refers to good command of the four skills of English and the knowledge of English, culture of English speakers, and pragmatic use of English.

**Communicative competence:** It indicates “the capacity to use language appropriately in communication based on the setting, the roles of the participants, and the nature of the transaction”, no matter in English or in students' native language.

Left sub-criterion/alternative	Left > Right									Right > Left									Right sub-criterion/alternative
	More important? Intensity of Importance? More important																		
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong		Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9		
Presentation of teaching materials																		English teaching techniques	
																		Language assessment ability	
																		English language competence	
																		Communicative competence	
English teaching techniques																		Language assessment ability	
																		English language competence	
																		Communicative competence	
Language assessment ability																		English language competence	
																		Communicative competence	
English language competence																		Communicative competence	

**Part 2 : Prominence comparison of the indicators for teaching competence**

I. The indicators for **presentation of teaching materials** include presenting teaching materials coherently and systematically and correct understanding of the teaching content. Please compare the prominence of the two indicators, and mark “~” in the corresponding grid.

Left sub-criterion/alternative	Left > Right									Right > Left									Right sub-criterion/alternative
	More important? Intensity of Importance? More important																		
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong		Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9		
Presenting teaching materials coherently and systematically																		Correct understanding of the teaching content	

II. The indicators for **English teaching techniques** include being familiar with English teaching theories and methods, using diverse instructional strategies to familiarize students with the learning content, effectively connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests, clarifying misconceptions, fostering critical thinking through inquiry, problem solving, and reflection, triggering and maintaining students’ motivation, skillfully selecting/ applying activities according to individual differences, ability to elicit and monitor discussion, adjusting instructional plans according to the results of evaluation, and assignment designing ability. Please compare the prominence of the two indicators, and mark “~” in the corresponding grid.

Left sub-criterion/alternative	Left > Right									Right > Left									Right sub-criterion/alternative
	More important? Intensity of Importance? More important																		
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong		Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9		
Being familiar with English teaching theories and methods																		Using diverse instructional strategies to familiarize students with the learning content	
																		Effectively connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	
																		Clarifying misconceptions	
																		Fostering critical thinking through inquiry, problem solving and reflection	
																		Triggering and maintaining students' motivation	
																		Skillfully selecting/ applying activities according to individual differences	
																		Ability to elicit and monitor discussion	
																		Adjusting instructional plans according to the results of evaluation	
																		Assignment designing ability	





																			Adjusting instructional plans according to the results of evaluation
																			Assignment designing ability
Skillfully selecting/ applying activities according to individual differences																			Ability to elicit and monitor discussion
																			Adjusting instructional plans according to the results of evaluation
Ability to elicit and handle discussion																			Assignment designing ability
																			Adjusting instructional plans according to the results of evaluation
Adjusting instructional plans according to the results of evaluation																			Assignment designing ability

III. The indicators for **language assessment ability** include using multiple methods for measuring students’ language development, clearly explaining ways of evaluation to students and their parents, and selecting appropriate evaluation methods according to the objectives of teaching. Please compare the prominence of the two indicators, and mark “√” in the corresponding grid.

Left sub-criterion/alternative	Left > Right									Right > Left									Right sub-criterion/alternative
	More important ? Intensity of Importance ? More important																		
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong		Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9		
Using multiple methods for measuring students' language development																		Clearly explaining ways of evaluation to students and their parents	
																		Selecting appropriate evaluation methods according to the objectives of teaching	
Clearly explaining ways of evaluation to students and their parents																		Selecting appropriate evaluation methods according to the objectives of teaching	

IV. The indicators for **English language competence** include four language skills, self-expressive ability, and knowledge of inter-cultural communication. Please compare the prominence of the two indicators, and mark “>” in the corresponding grid.

Left sub-criterion/alternative	Left > Right									Right > Left									Right sub-criterion/alternative
	More important ? Intensity of Importance ? More important																		
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong		Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9		
Four language skills																		Self-expressive ability	
																		Knowledge of inter-cultural communication	
Self-Expressive ability																		Knowledge of inter-cultural communication	



V. The indicators for **communicative competence** include good oral communication skills, good written communication skills, and good non-verbal communication skills (e.g. eye contact, gestures). Please compare the prominence of the two indicators, and mark “ ~ ” in the corresponding grid.

Left sub-criterion/alternative	Left > Right								Right > Left								Right sub-criterion/alternative	
	More important? Intensity of Importance? More important																	
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong	Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9	
Good oral communicative skills																		Good written communicative skills
																		Good non-verbal communicative skills (eg eye contact, gestures)
Good written communicative skills																		Good non-verbal communicative skills (eg eye contact, gestures)

**Criterion 3 : Management competence:** It indicates the knowledge of principles and strategies of classroom management, and contextual resources and limits in teaching.

**Part 1 : Prominence comparison of the sub-criteria for management competence**

The sub-criteria for **management competence** include classroom management and resources management. Please compare the prominence of the two indicators, and mark “ ~ ” in the corresponding grid.

**Classroom management:** It comprises the factors ranging from how teacher physically arrange the classroom, to teaching “styles,” to classroom energy. The skills matters in promoting meaningful student-teacher interaction and students' active engagement with the learning process.

**Resources management:** It includes the capability of making use of the resources available and useful to teaching.

Left sub-criterion/alternative	Left > Right									Right > Left									Right sub-criterion/alternative
	More important ? Intensity of Importance ? More important																		
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong		Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9		
Classroom management																		Resources management	

**Part 2** : Prominence comparison of the indicators for management competence

I. The indicators for **classroom management** include establishing classroom learning regulations, creating physically safe environment that promotes students' learning, creating emotionally safe environment that promotes students' learning, good teacher-student interaction, understanding counseling skills, promoting communication and cooperation between parents and teachers, and good crisis management skills. Please compare the prominence of the two indicators, and mark “~” in the corresponding grid.

Left sub-criterion/alternative	Left > Right									Right > Left									Right sub-criterion/alternative
	More important ? Intensity of Importance ? More important																		
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong		Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9		
Establishing classroom learning regulations																		Creating physically safe environment that promotes students' learning	
																		Creating emotionally safe environment that promotes students' learning	
																		Good teacher-student interaction	



																			Good crisis management skills
Promoting communication and cooperation between parents and teachers																			Good crisis management skills

II. The indicators for **resources management** include effectively managing personal time, effectively incorporating materials or information from different resources into teaching, and effectively documenting teaching files. Please compare the prominence of the two indicators, and mark “ $\sim$ ” in the corresponding grid.

Left sub-criterion/alternative	Left > Right									Right > Left									Right sub-criterion/alternative
	More important ? Intensity of Importance ?									More important									
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong		Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9		
Effectively Managing Personal Time																		Effectively incorporating materials or information from different resources into teaching	
																		Effectively documenting teaching files	
Effectively incorporating materials or information from different resources into teaching																		Effectively documenting teaching files	

**Criterion 4: Professional development:** It indicates the willingness to pursue professional development for the purpose of building a broad knowledge base and laying a solid foundation to draw on in the professional work.

**Part 1 : Prominence comparison of the sub-criteria for professional development**

The sub-criteria for **professional development** include conducting teaching research and teaching innovation and grasping opportunities to learn. Please compare the prominence of the two indicators, and mark “ $\sim$ ” in the corresponding grid.

**Conducting teaching research and teaching innovation:** It indicates the process of improving teaching quality by looking for solutions to questions or hypotheses in a teaching context.

**Grasping opportunities to learn:** It refers to the willingness to continue professional development by means of professional exchanges, instructional experimentations, and lesson observations.

Left sub-criterion/alternative	Left > Right									Right > Left									Right sub-criterion/alternative									
	More important ?									Intensity of Importance ?										More important								
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong		Extreme Importance											
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9											
Conducting teaching research and teaching innovation																		Grasping opportunities to learn										

**Part 2 : Prominence comparison of the indicators for professional development**

I. The indicators for **conducting teaching research and teaching innovation** include being involved in teaching research, and constantly updating teaching materials, teaching methods, or teaching aids. Please compare the prominence of the two indicators, and mark “ ~ ” in the corresponding grid.

Left sub-criterion/alternative	Left > Right									Right > Left									Right sub-criterion/alternative									
	More important ?									Intensity of Importance ?										More important								
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong		Extreme Importance											
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9											
Being involved in teaching research																		Constantly updating teaching materials, teaching methods, or teaching aids										

II. The indicators for **grasping opportunities to learn** include participating in teacher training workshops inside or outside school, and reflecting on one's teaching and seeking professional growth. Please compare the prominence of the two indicators, and mark “ ~ ” in the corresponding grid.

Left sub-criterion/alternative	Left > Right								Right > Left								Right sub-criterion/alternative	
	More important ?				Intensity of Importance ?				More important									
	Extreme Importance	Very Strong Importance	Strong Importance	Moderate Importance	Equal Importance	Moderate Importance	Strong Importance	Very Strong	Extreme Importance									
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9	
Participating in teacher training workshops inside or outside school																		Reflecting on one's teaching and seeking professional development

**Criterion 5: Teaching ethics:** It indicates the observation of teaching ethics, social moral regulations, and working attitude based on the belief of the worth and dignity of being a teacher.

**Part 1 : Prominence comparison of the sub-criteria for teaching ethics**

The sub-criteria for **teaching ethics** include professionalism and working attitude. Please compare the prominence of the two indicators, and mark “ ~ ” in the corresponding grid.

**Professionalism:** It means the awareness of strict ethical and moral regulations in teaching environment.

**Working attitude:** It means the willingness to offer administrative help and to build good relationship with people in the working environment.

Left sub-criterion/alternative	Left > Right								Right > Left								Right sub-criterion/alternative	
	More important ? Intensity of Importance ? More important																	
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong	Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9	
Professionalism																		Working attitude

**Part 2** : Prominence comparison of the indicators for professional development

I. The indicators for **professionalism** include obeying professional ethics, and obeying social moral standards. Please compare the prominence of the two indicators, and mark “v” in the corresponding grid.

Left sub-criterion/alternative	Left > Right								Right > Left								Right sub-criterion/alternative	
	More important ? Intensity of Importance ? More important																	
	Extreme Importance		Very Strong Importance		Strong Importance		Moderate Importance		Equal Importance		Moderate Importance		Strong Importance		Very Strong	Extreme Importance		
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9	
Obeying professional ethics																		Obeying social moral standards

II The indicators for **working attitude** include providing administrative support and coordination, and establishing good working relationship with school staff, students’ parents, and surrounding communities. Please compare the prominence of the two indicators, and mark “ > “ in the corresponding grid.

Left sub-criterion/alternative	Left > Right									Right > Left									Right sub-criterion/alternative	
	More important?									Intensity of Importance?										
	Extreme Importance	Very Strong Importance	Strong Importance	Moderate Importance	Equal Importance	Moderate Importance	Strong Importance	Very Strong	Extreme Importance											
Intensity of importance	9	8	7	6	5	4	3	2	1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9			
Providing administrative support and coordination																		Establishing good working relationship with school staff, students’ parents, and surrounding communities		

The End! Thank You for Your Assistance!



## Appendix 7 Chinese Explanation Added after Pilot Study

中文說明:

各位填答者您好:

這份問卷主要是以「AHP 階層分析法」針對一般用以衡量高中英文教師專業能力的指標,徵求新北市高中英文教師對於各指標重要性高低的想法。「AHP 階層分析法」是一種將影響某一決定的各因素利用兩兩比較,最後依重要性大小依序排列出來的分析方法。因此,問卷填答者只要將問卷中表格左方選項與右方選項作比較即可。「若認為左方選項較重要,則往左方空格勾選,愈左方的空格表示愈重要;若認為左方選項與右方選項同等重要,則勾選中間(equal importance)的空格;當然,若認為右方選項較重要,則往右方空格勾選,愈右方的空格表示愈重要」。

