

國立政治大學英國語文學系碩士在職專班碩士論文

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大高雄地區高中英文教師使用溝通式教學法教科書教學實務之研究

A Study of Senior High School English Teachers' Classroom Practices

with CLT-based Textbooks in Greater Kaohsiung Area

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中華民國 99 年 5 月

May, 2010

**A Study of Senior High School English Teachers' Classroom Practices
with CLT-based Textbooks in Greater Kaohsiung Area**

A Master Thesis
Presented to
Department of English,

National Chengchi University

In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts

By
Meng-chiao Yu
May, 2010

Acknowledgements

My deepest thanks go to my professor, Prof. Chieh-yu Yeh, for her inspiring guidance and advice throughout my research for this work. Her encouragement gave me confidence and strength to complete this thesis.

I am also grateful to the committee members of my thesis, Prof. Chen-Kuan Chen and Prof. Yi-Ping Huang, who were willing to spend time reading my thesis and attending the oral defense. Their insightful comments and suggestions have helped better my study.

Finally, I would like to extend my heart-felt thanks to my family. My parents' endless love and support, and especially my husband's dedication have made this work possible.

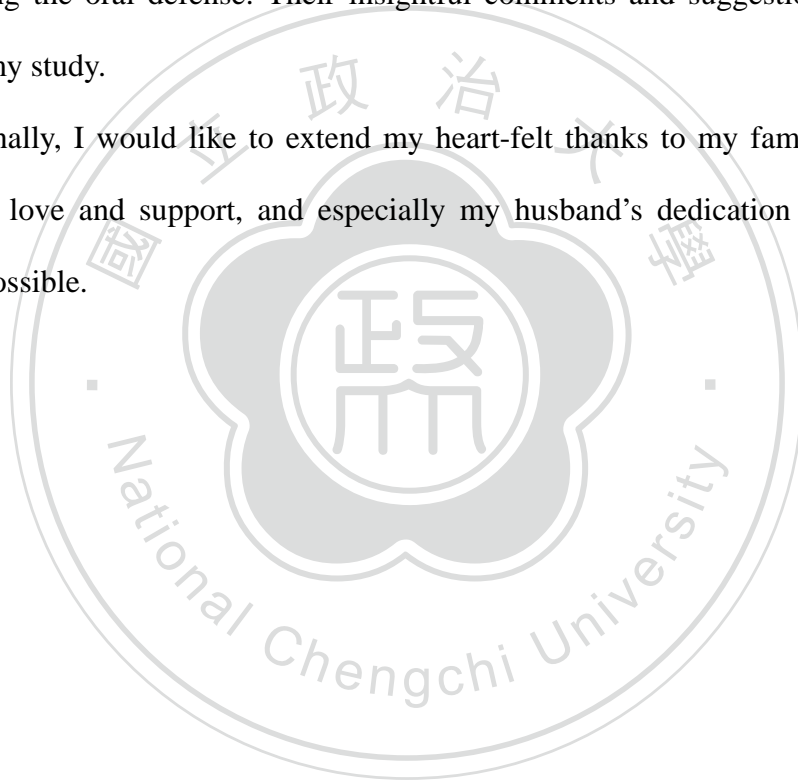


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國立政治大學英國語文學系碩士在職專班
碩士論文提要

論文名稱：大高雄地區高中英文教師使用溝通式教學法教科書教學實務之研究

指導教授：葉潔宇博士

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論文提要內容：

本研究旨在探討用溝通式教學法所編寫之教科書對高中英文教師教學實務之影響，並試圖了解高中英文教師教學實務是否符合教育部頒布的高中英文教學要領。

本研究以問卷調查方式進行，對象為大高雄地區(高雄縣市)21 所高中的 254 位高中英文教師，共計回收問卷 205 份，回收率為 80.7%。問卷內容改編自 Littlewood (1981)溝通模式及教育部頒布的高中英文教學要領。

本研究主要結果摘要如下：

1. 部份符合溝通式教學法的項目為授課語言、文法教學、課堂時間分配及溝通式活動等四項。
2. 多數高中老師花最多課堂時間在講授課程，練習活動次之，最少時間於英文說寫活動。
3. 多數高中老師的課堂活動主要為溝通前之練習，而非溝通式活動。
4. 老師的教學實務包括聽力、口說、閱讀及寫作較符合溝通式教學法之精神。
5. 和男性教師相較之下，女性教師的教學較符合高中英文教學要領且和溝通式教學法有正相關。此外，和未修過 TESOL 教師相較之下，修過 TESOL 之教師的教學也和溝通式教學法有正相關。

根據問卷調查結果，本研究最後提供相關建議以供參考。

Abstract

The major purpose of this study is to know how English teachers conduct teaching activities concerning four skills in their classes with CLT-based textbooks. In spite of the popularity and prevalence of CLT approach, it is by no means applied and practiced without any impediments or constraints. In actual teaching practice, there exist a variety of differences for senior high school English teachers when conducting teaching activities with CLT-based textbooks. In this study, the focus will be on senior high school English teachers' teaching practices with CLT-based textbooks in greater Kaohsiung area. In addition, the consistency of teachers' classroom practices and the Instruction Guidelines is examined as well.

The 254 participants selected in this study were English teachers from 21 different senior high schools in greater Kaohsiung area. 205 questionnaires were collected from the targeted 254 respondents, yielding a return rate of 80.7%. The questions in the questionnaires were mainly adapted from the communicativeness model of Littlewood (1981) and the Instruction Guidelines issued by the Ministry of Education.

The major findings are summarized as follows:

1. Instruction language, grammar teaching, classroom time for PPP and the communicativeness of activities conformed only partially to the creed of CLT.
2. Senior high school English teachers spent most of the classroom time for presentation, less time for practice, and least time for production.
3. Most teachers' classroom activities were mainly pre-communicative activities, instead of communicative ones.
4. Teachers' teaching practices, including listening, speaking, reading and writing, are consistent with the core of CLT.

5. Female senior high school teachers conform more to the Instruction Guidelines and correlated more positively in classroom practices than male teachers. Besides gender, teachers who had taken TESOL-related courses before correlated more positively in classroom practices than those who did not.

Based on the findings, some suggestions have been made for pedagogical implications and further studies. The limitations of the study are mentioned as well.



Chapter One

Introduction

Background

The importance of English cannot be overemphasized, globally and domestically speaking. There are approximately 570 million people in the world today who have a native or native-like command of English. That is, no other language has spread around the world so extensively (Crystal, 1997). Therefore, the field of English language teaching is noteworthy.

According to the Nine-year Integrated Curriculum Guidelines for Junior and Elementary School Education issued by the Ministry of Education of Taiwan, English has become one of the required courses in primary schools. Teaching English to the pupils in fifth and sixth grades in primary schools was first implemented in Taiwan in 2001. Three years later, in 2004, the government further lowered the age of English learning to the third grade. The policy implied that English is increasingly important for students in Taiwan. People in Taiwan learn English as a Foreign Language because English is neither an official language nor a native language. Classroom is the main place for English learning; curriculum is the vital source for English studying. Although students do well on discrete-point tests, many of them fail to react spontaneously in real communication. To have students develop communicative

abilities, such as interpretation and negotiation (Richards & Rogers, 1986), various communicative drills and activities are designed to provide opportunities for students to use English in class.

English language teaching (ELT) is a heated issue not only for the authority but English teachers as well. Bower (1986) pointed out that successful language teaching was decided by political, social, affective, economic and many other factors. The language instruction materials and textbooks should be taken into consideration. Instructional materials are important because studies (Durkin, 1983; Gollnick, Sadker & Sadker 1980; Komoski, 1985) have shown that most of the classroom time is spent on instructional materials. In addition, Cunningsworth (1995) further pointed out that course books have multiple roles in English language teaching and can serve as:

1. a resource for presentation materials (spoken and written),
2. a source of activities for learner practice and communicative interaction,
3. a reference source for learners on grammar, vocabulary, pronunciation, etc.
4. a source of stimulation and ideas for classroom language activities,
5. a syllabus (where they reflect learning objectives which have already been determined),
6. a resource for self-directed learning or self-access work, and
7. a support for less experienced teachers who have yet to gain in confidence.

(Cunningsworth, 1995, p.7)

Textbooks do play a crucial role in English language teaching. In Taiwan, the right to select English textbooks had not been granted to English teachers until 1999. In 1999, the Ministry of Education released the right of textbook compilation to publishers. Before that, English textbook in Taiwan used to be compiled and published by National Institution for Compilation and Translation (NICT). All senior high schools around the island used the same English textbooks. Needless to say, this failed to meet the different needs of teachers and students, whose English proficiency levels vary greatly. The centralization and standardization of teaching materials has its own merits and demerits. Yang (1988) listed the following advantages of centralized textbooks.

1. It saves the teacher quite a bit of preparation time in terms of selecting and creating teaching materials before classes.
2. The quality of the contents is under central control so there will be few problems of censorship of the contents.
3. The centralized teaching materials also provide a controlled battery of testing items, in terms of quantity, quality, and level. (p. 11)

Although the traditional centralized textbooks enjoy the above advantages, there are inevitably some criticisms. The centralized textbooks are often criticized due to

the standardized selection of articles, without taking different students' needs into consideration. All senior high students in Taiwan, regardless of their English proficiency, use the same set of textbooks. The uniformity of article selection in centralized textbooks is another disadvantage. The articles embodied in centralized textbooks tend to be out of date and lack diversity and articles about current affairs are not eligibly included.

Due to the dissatisfaction with the traditional English education, the Ministry of Education has initiated a series of reforms in the English curriculum. One of the most important moves in this direction is the incorporation of Communicative Language Teaching (hereafter CLT) into the standards of the English curriculum for junior high and senior high schools. To meet the requirements of the new curriculum, new textbooks are designed based on CLT approach. The ultimate aim of the new curriculum and textbooks is to develop students' linguistic repertoire and communicative ability (Chang & Huang, 2001; Huang & Huang, 2000, Wang, 2001).

This year is the tenth year since textbook liberation and it is worth examining how senior high school English teachers design teaching activities in their teaching practices concerning four skills with CLT-based textbooks. Further, whether teachers conduct teachings in accordance with the Instruction Guidelines was examined in the study as well.

Motivation

The present study is motivated from the researcher's five-year English teaching experience in senior high school. During the five years of teaching, the researcher keeps hearing complaints from some experienced teachers, who used to teach with the centralized textbooks. Those teachers claimed that the old centralized textbooks were better than the currently used ones in terms of teaching practices. One researcher (Chen, 2002) summarized the discussions about the currently used CLT-based textbook as follows:

1. The content was too rich and the activities are too many to be finished within the time limit because the instruction hours for English, compared with the old curriculum, were reduced in the new curriculum.
2. The most dominate teaching approach in recent years has been the Communicative Approach. Compared with the students in the past, students using the new textbooks spent more time on the exercises of speaking. As a result, the students were more skillful in speaking English. They spent relatively less time doing grammar exercises.
3. Compared with the old textbooks published by Ministry of Education, the new textbooks published by commercial publishers were less literary. Thus, the students were less capable of appreciating the beauty of literature. (p. 3)

Various opinions from experienced teachers concerning teaching practices with the CLT-based textbooks keep coming out. CLT-based textbooks do influence English teachers. How CLT-based textbooks influence English teachers in terms of teaching practices is what the researcher attempts to find out. Besides, the researcher is concerned with whether teachers' language instructions conform to the Instruction Guidelines issued by the Ministry of Education. Thus, the researcher decides to have a deeper investigation into these questions and tries to clarify teachers' time allocation and language learning activities with CLT-based textbooks.

Purposes and Research Questions

The major purpose of this study is to know how English teachers conduct teaching activities concerning four skills in their classes with CLT-based textbooks. In spite of the popularity and prevalence of CLT approach, it is by no means applied and practiced without any impediments or constraints. In actual teaching practice, there exist a variety of differences for senior high school English teachers when conducting teaching activities with CLT-based textbooks. In this study, the focus will be on senior high school English teachers' teaching practices with CLT-based textbooks in greater Kaohsiung area. To be more specific, the present study intends to address the following research questions:

1. How much English is used for instruction by senior high school English teachers?

2. What is the time allocation for Presentation Stage, Practice Stage and Production Stage respectively with CLT-based textbooks?
3. What are senior high school English teachers' classroom practices with CLT-based textbooks at Presentation Stage, Practice Stage, and Production Stage?
4. How do senior high school English teachers conduct their classroom practices concerning teaching, four language skills (listening, speaking, reading, and writing), linguistic knowledge (grammar) and assignment with CLT-based textbooks?
5. Do senior high school English teachers' different backgrounds such as gender, years of teaching, education background and courses taken, influence their teaching practices in conformity to the Instruction Guidelines issued by the Ministry of Education?
6. Are senior high school English teachers' classroom practices at Production Stage pre-communicative activities or communicative activities?

Significance of the Study

While abundant studies are related to English teachers' teaching beliefs about Communicative Approach, little research on the different activities and teaching practices regarding CLT-based textbooks has been explored. Therefore, the study is conducted to probe into senior high school English teachers' teaching practices,

including presentation, practice and production with CLT-based textbooks. This study enables us to understand (1) the possible factors influencing teachers' teaching practices, such as teacher's gender, educational background, teaching experience etc., (2) the situation of teachers' teaching practices with CLT-based textbooks, and (3) the consistency between English teachers' teaching practices and the Instruction Guidelines issued by the Ministry of Education. Furthermore, the implications from this study can assist educational authority in understanding more about the current situation of English teaching in senior high schools.

Overview of the Study

The study is comprised of five parts. In Chapter Two, we review language teaching materials, the theoretical basis and characteristics of communicative language teaching, teachers' beliefs and teaching practices. With the understanding of the basic principles of CLT, we turn to examine to what extent teachers' teaching practices accord with the CLT-based textbooks and to what extent teacher's teaching practices follow the Instruction Guidelines issued by the Ministry of Education. In Chapter Three, the research design of the present study is elaborated. Chapter Four discusses the findings and results of the questionnaire in depth. Overall quantitative data are presented.. The final chapter presents the conclusions and recommendations, followed by a closer examination and detailed discussion. The findings in the present

study are summarized and the pedagogical implications are discussed. Given the limitations of the present study, we also propose suggestions for further research on similar topics.



Chapter Two

Literature Review

There are four main sections in this chapter. The first section deals with the revision of senior high school English curriculum standards in Taiwan. The second section reviews language teaching materials, especially textbooks. The third section deals with literature regarding communicative language teaching (CLT), for most senior high school new English textbooks are compiled and edited under the principles of CLT. The fourth section focuses on teacher's beliefs and teaching practices.

Revision of Senior High School English Curriculum Standards in Taiwan

The EFL contexts in Taiwan had undergone some changes and the changes correlated with those in educational reform. According to Wang and Savignon (2001), the Ministry of Education has made three innovations in its language policy in order to raise English communication proficiency for students in Taiwan. One of the innovations was the teaching of English in elementary schools. Another was the implementation of multiple enrollment programs to universities. The other was the revision of new curriculum standards for English textbooks.

The brief history of the revision of curriculum standards in the compilation of textbooks is herein stated. According to Y. Shih (1998), the MOE has revised and

re-edited curriculum standards for senior high school English textbooks for five times, in 1948, 1962, 1971, 1983, and 1995 respectively. She pointed out that curriculum standards in 1948 and 1962 were based on principles of grammar-translation. The teaching objectives in the 1971 revision of curriculum standards mainly focused on reading and writing, but it also highlighted the importance of listening and speaking. The 1983 revision emphasized the development of students' four language skills in realistic situations (Shih, 1998).

Subsequently, the MOE in 1995 developed the latest revision of curriculum standards for senior high school English textbooks. The term CLT in this version was initially used as a principle to compile and design textbooks. Under the CLT-based principles, textbooks contained interactive activities, such as games, simulations, role-plays, among other things, in real-life or authentic contexts. In addition, subject matters were relevant to daily life, including greetings, apologies, shopping and so forth. Thus, students might have more opportunities to practice and engage in the language activities.

Further, in 1999, the government agreed that private publishers could publish English textbooks under the condition that the design of textbooks conformed to senior high school curriculum standards established by the MOE. From then on, The National Institution of Compilation and Translation was in charge of examining

whether the textbooks published by private publishers adhered to these standards. The designs of CLT-based textbooks shared the following features. First, the curriculum designs adhered to the principles of CLT and the development of students' communicative competence. Second, the importance of communicative function and topics were emphasized. Third, the textbooks concentrated on students' four language skills, rather than on reading or writing skills only. Fourth, subject matters reflect multiplicity, practicality and authenticity in creating English learning contexts in a natural way. Last, the learner-centered curricula comply with students' interests, needs and learning goals.

The innovations initiated by the MOE in curriculum standards have engendered a wide range of attention from English teachers because of their indispensable roles in implementing English instruction with CLT-based textbooks. As Whitley (1993) noted, "communicative teaching represented a revolutionary way to teach and test" (p. 145). Changes in teaching materials, textbooks in particular, invariably made impact on teachers. Therefore, it is of necessity to review literatures concerning language teaching materials.

Language Teaching Materials

It is a common practice that teachers use teaching materials, textbooks in particular, as the major instructional resource. Young and Riegeluth (1988) found that

students spent as much as 90% to 95% of classroom time interacting with textbooks.

They also pointed out that in many cases the textbook is the curriculum for the course.

As far as students are concerned, textbooks offer a tangible object for them to preview, to review, and to prepare for tests. For teachers, Huang (1999) provides an illustration on the status of textbooks:

For most teachers, the textbooks are the most significant resource for their teaching and have long served not only to support instruction but also to symbolize instruction; in other words, the textbooks define curriculum. (p. 9)

Furthermore, Rivers (1981) claimed that textbooks sure influenced the major part of teachers' instruction and students' learning.

By and large, teaching materials appear more prominent than any other element in the curriculum. This is due to the fact that "materials are the tangible manifestation of the curriculum in action" (Nunan, 1989, p. 98) In other words, teaching materials can not only provide concrete models of desirable classroom practice but also act as a curriculum model. Teaching materials are the main resource both for teachers' instruction and for students' learning.

Physical property of language teaching materials

The content of language teaching material is no doubt the primary concern, but the physical property is of importance as well. Gall (1981) considered knowledge

about the physical properties of materials an important factor. The beautiful cover, illustrations and pictures can attract the users' attention, arouse their interest, and make the learners more willing to interact with the teaching material. Collette and Chiappetta (1994) pointed out that the quality and quantity of illustrations must be considered.

Dubin and Olshtain (1986) said, "A good book really begins with an agreed-upon size and shape (p. 172). Teachers have to pay attention to the size of the book and take time limitation into consideration. Collette and Chiappetta (1994) thought that the size of the book should not be too big because a big-sized book might intimidate students; besides, small books were easy to carry and students could bring them about without heavy burden. Students in high schools are usually energetic and playful; therefore, the binding of a book should be strong enough to endure students' careless handling of the book.

The illustrations in textbooks are factors to be considered as well. Osborn, Jones, and Stein (1985) revealed that "pictures closely integrate with the meaning of the text may markedly increase comprehension while those that are not directly relevant or are unclear may actually decrease comprehension" (p.14). Collette and Chiappetta further stated that "the illustration should amplify the material printed on the same page, and the caption should tie in closely with the paragraphs around it"

(1994, p. 317). In addition, photographs should be clearly reproduced, and diagrams should be carefully made and attractive.

Content of language teaching materials

The content of language teaching materials is definitely the most crucial dimension of curriculum materials. It consists of the facts, concepts, generalizations, skills, and attitudes contained in the materials. Bruner (1960) pointed out that ideal materials would challenge the student while not destroy the confidence and will-to-learn of those who were less fortunate. Bruner (1971) further indicated that accomplishment was crucial in learning, and the eagerness came from the increased confidence in one's ability to understand the materials.

Ausubel (1968) claimed that the difficulty of the content was related to the length of the task, the logical structure, lucidity and the sequentiality of the material. Furthermore, students' prior educational background, age, intelligence quotient, motivation, and social class and cultural membership are factors affecting difficulty.

Ausubel also suggested that all meaningful learning required the relating of new material to knowledge already acquired and that the only way it was possible to make use of previously learned idea in the processing (internalization) of new ideas was to relate the latter nonarbitrarily to the former. Armbruster (1985) identified a "considerate" textbook as including a clear and logical structure, obvious main ideas,

clear relationships connecting ideas, accurate information, and information that is important to and understandable by students (Good and Shymansky, 1986, p. 34).

Liang (1993) proposed several criteria for constructing language teaching materials:

1. Materials must be designed on the basis of correct theories of learning.
2. The contents can arouse and maintain students' interest and attention.
3. Materials should meet students' background and needs.
4. Materials should offer examples to use language.
5. Materials should provide meaningful activities.
6. Materials should provide students with opportunities to use language as a communicative means. (p.73)

Nunan (1989) further mentioned the characteristics of the “good communicative language” materials:

1. They should derive input from authentic sources.
2. They are supposed to involve learners in problem-solving activities in which they are required to negotiate meaning.
3. They should incorporate tasks which relate to learners' real-life communicative needs.
4. They are supposed to allow learners choices in what, how, and when to learn.

5. They should allow learners to rehearse, in class, or real-world language tasks.
6. They are supposed to require learners and teachers to adopt a range of roles, and use language in a variety of settings in and out of the classroom.
7. They should expose learners to the language as a system.
8. They are supposed to encourage learners to develop skills in learning how to learn.
9. They should involve learners in creative language use. (p.132)

In sum, textbooks aim at encouraging students to perform tasks appropriate to their communicative purpose and helping them build their language skills at the same time (Clarke, 1989; Cunningsworth, 1984; Dubin and Olshtain, 1986; Nunan, 1988; Widowson, 1983; Yalden, 1983). The well-designed effective and user-friendly textbooks can motivate students and accelerate their language learning process.

The language teaching material in the present study refers to the commercially published textbooks after textbook right release in 1999. These commercially published textbooks are based on Communicative Language Teaching approach. Thus, in the following section, we will review Communicative Language Teaching approach to know what construct the underlying teaching principles of CLT.

Communicative Language Teaching

In the past, the grammar-translation approach was the most prevailing teaching

method and the centralized textbooks used in all senior high schools were grammar-oriented rather than communication-oriented. This trend changed with the passage of time. The English teaching waves changed from grammar translation and behaviorism to communicative approach, which reflected on second language teaching. Nowadays, senior high school textbooks published after 1999 are claimed to be compiled according to the theories of communicative language teaching. In light of this, a basic understanding of Communicative Language Teaching (CLT) is of necessity and significance. The following subsections review on four parts: the communicative competence, characteristics of CLT, communicative activities and PPP approach to CLT.

Communicative competence

According to Hymes (1971), an adequate theory of competence must take communication into consideration. Competence should be seen as “the overall underlying knowledge and ability for language use which the speaker-listener possesses” (p. 13). In other words, Hymes’ notion of competence involves not only knowledge of the language, but also ability for use of the language.

Subsequent to Hymes’ coinage of the term “communicative competence”, myriads of theorists have offered their interpretations upon the jargon, which has swept the field of language teaching for the past few decades. Bachman (1990)

defines communicative language ability as “consisting of both language, or competence, and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use” (p. 84). It is obvious that Backman’s definition echoes Hymes’ notion that communicative competence includes knowledge of the target language and ability to use that knowledge of the target language in an appropriate manner.

Savignon’s (1997) definition of communicative competence serves as another path to grasp communicative competence. For Savignon, communicative competence is defined as:

Functional language proficiency; the expression, interpretation and negotiation of meaning involving interaction between two or more persons belonging to the same (or different) speech community (communities), or between one person and a written or oral text. (p. 272)

Savignon views communication as a process of interaction, which involves expressing, interpreting, and negotiating meanings between two or more parties. From Savignon’s viewpoints, a proficient communicator is capable of performing a fluent interaction under either written or oral situations.

Likewise, Richards (2001) describes communicative competence as “the capacity to use language appropriately in communication based on setting, the roles of

the participants, and the nature of the transaction” (p. 36). In Richards’ definition, using language appropriately is paramount, which shows little difference from Bachman’s and Savignon’s points of view. What deserves particular attention is that Richards specifies the components involved in appropriate language use, which include the setting, the participants, and the nature of transaction. That means in order to attain communicative competence; it demands communicators to make utterances by the target language in accordance with different contexts, different interlocutors, and different purposes of interactions.

In addition, Canale and Swain (1980) also propose four dimensions of communicative competence, namely, *grammatical competence*, *sociolinguistic competence*, *discourse competence*, and *strategic competence*. Grammatical competence refers to the mastery of grammatical rules and the ability to utilize lexical, morphological, syntactic, and phonological features of a language to form words and sentences. Sociolinguistic competence means social rules of using a language. A communicator with sociolinguistic competence knows how to adapt linguistic rules and further use the rules properly in different situations. As for discourse competence, it is concerned with the connection of a series of sentences within the entire discourse. Savignon (1997) defines discourse as “a global meaning that is always greater than the sum of individual sentences or utterances” (p. 43). To achieve such a global

understanding of a text undoubtedly requires discourse competence. With regard to strategic competence, it refers to strategies utilized to compensate for imperfect knowledge of rules or communicative breakdowns.

To sum up, communicative competence is not merely knowledge of linguistic system such as vocabulary and grammar. Instead, communicative competence integrates mastery of language forms and performance of communicative functions. A successful communicator must be aware of the appropriate use of a certain linguistic item depending on specific contexts. The communicators must perform their capacity for using language to convey meanings as effectively as possible under certain situations. With this understanding of communicative competence in mind, we can further examine the approach of communicative language teaching and how teachers' teaching practices are influenced accordingly.

Characteristics of Communicative Language Teaching

The fundamental principle underlying all communicative approaches: learners must learn not only to make grammatically correct, propositional statements about the experiential world, but also to develop the ability to use language to get things done (Nunan, 1989). Some of the CLT features proposed by Finicchiaro and Brumfit (1983) are summarized as follows:

1. Meaning is paramount and contextualization is a basic element.

2. Dialogues center on communicative functions and are not memorized.
3. Language learning is learning to communicate effectively. And attempts to communicate may be encouraged from the very beginning.
4. Judicious use of native language and translation is accepted, as long as students need or benefit from it.
5. The sequence of teaching unit is determined by any consideration of content, function, or meaning which maintain interest.
6. Teachers help learners in ways that motivate them to work with the target language.
7. Fluency and acceptable language is the primary goal; accuracy is judged in context.

According to Howatt (1984), there were a strong and a weak version of CLT. He proposes:

The weak version which has become more or less standard practice in the last ten years stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching. (p. 279)

The strong version sees language ability as being developed through activities which actually simulate target performance. That is to say, class time should be spent on activities which require learners to do in class what they have to do outside, not on language drills or controlled practice leading to communicative language use.

Chastain (1988) referred to CLT as an emphasis or as an aim instead of an approach.

Taylor (1983) made a list of characteristics of CLT:

1. Students should participate in extended discourse in a real context.
2. They should share information that the others do not know.
3. They should have choices about what they are going to say and how they are going to say it.
4. They should communicate with a definite purpose in mind.
5. They should talk about real topics in real situations.

Wilkins (1985) listed six features of CLT;

1. Conversational interaction is prior over other modes of language behavior.
2. A syllabus is expressed in terms of notions and functions rather than structures.
3. Learning is based on individual or group needs rather than generalized language content.
4. Materials are authentic.
5. The emphasis is put on “process” rather than “product.”
6. Learning is based on genuine communication rather than pedagogically motivated and structured activities. (p. 13)

Although CLT focuses mainly on the communicative facet, it does not mean that grammar is totally discarded in CLT. Thompson (1996) pointed out that in CLT,

grammar was learned through a retrospective approach, and the focus was shifted away from the teacher covering grammar to the learners discovering grammar. The importance of linguistic mechanics, such as vocabulary and grammar, is not neglected in CLT. As a matter of fact, grammatical competence has long been regarded as one component of the communicative competence.

According to Johnson (1983), “many approaches to language teaching begin life as reactions to old approaches” (p. 5), communicative language teaching might be viewed as a response to a problem which both teachers and students had been aware of for a long time. It was the problem of students who might be structurally competent, but who could not communicate appropriately (Huang, 1999; Johnson, 1979). Teachers of foreign languages had long known that mastery of the mechanics of a language did not ensure the ability to use the language for communication. As Williams (1995) denoted, second language learners studying in CLT classrooms could communicate more successfully in general than their predecessors who received instruction focused on structure solely.

Huang (1997) outlined eight characteristics of CLT:

1. Meaning/message is the primary concern, not structure.
2. Communicative competence is the desired goal.
3. Language should be used contextually.

4. Language is learned best through the process of struggling to communicate and interact with others in the target language.
5. Fluent and acceptable language is aimed at and accuracy is judged in context.
6. The learner is expected to interact with other people either in speech or in writing.
7. The learner should be taught to deal with unpredictable communicative situations.
8. The learner's intrinsic motivation to learn and use the target language comes from his interest and ability to communicate in the target language. (as cited in Huang, 1999, pp.13-14)

In light of the prevalence of CLT in Taiwan, Shi (2001) proposed five characteristics of CLT:

1. The goal of language learning lies in the development of communicative competence.
2. The development of language ability derives mainly from activities.
3. The instruction is learner-centered.
4. The language instruction will try to strike a balance between learners' linguistic accuracy and fluency.
5. The language instruction puts emphasis on creating an authentic English learning environment. (pp. 9-12)

After reviewing the characteristics of CLT, it is equally necessary to understand

the classification of communicative activities.

Communicative Activities

W. Littlewood (1981) divides language learning activities into pre-communicative and communicative ones. The pre-communicative activities are those which aim to equip students with the skills required for communication, without actually requiring them to perform communicative acts (Littlewood, 1981:9). He also indicates that relating structure practices to specific meaning, to language functions, and to social context are ways to change the locations of pre-communicative language in the communicativeness continuum, making them move toward the communicative extreme.

While “pre-communicative” language learning activities focus more on forms to be learnt than meanings to be communicated, “communicative” language learning activities provide whole-task practices, in which the learners use the linguistic repertoire they have learnt, in order to communicate specific meanings for specific purposes. The success and adequacy of the learners’ performance are measured by the completion of the communicative demand and the sociocultural appropriateness.

PPP Approach to CLT

“PPP” stands for Presentation, Practice and Production --- a common approach to communicative language teaching that works through the progression of three

sequential stages. According to Ritchie (2003), Presentation is the beginning or introduction to learning language, and Production is the culmination of the learning process, where learners have become “users” of the language. Practice is the process that facilitates progress from the initial stage to the final one.

Presentation involves the building of a situation requiring natural and logical use of the new language. When the “situation” is recognized and understood by the students, they will then start instinctively building a conceptual understanding of the meaning behind the new language. When the situation surrounding the new language and the conceptual meaning of it has been achieved, the new language should be introduced by means of a linguistic “model”. It is this model that students will go on to practice and hopefully achieve naturally without help during a productive activity.

The Practice stage is the best known to teachers irrespective of their training or teaching objectives. It is the important middle stage to communicative language teaching. The practice activities need to be appropriate to the language being learned and the level and competence of the students. Practice usually begins with what is termed “mechanical practice”. Students gradually move into more “communicative practice” involving procedures like information gap activities, dialogue creation and controlled role plays. Practice is seen as the frequency device to create familiarity and confidence with the new language. Teachers still direct and correct at this stage, but

the classroom is beginning to become more learner-centered.

Production stage is the most important stage of communicative language teaching. Successful production is a clear indication that the language learners have made the transition from “students” of the target language to “users” of the language. The teacher’s role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have been practicing. Students are encouraged to use the new language in a freer way either for their own purposes or in a similar context introduced by the teachers. It can be a role play, a simulation activity or a communication task.

Generally speaking, for communication language learning to be most effective, the three stages need to occur and they must flow easily from one stage to the next.

In conclusion, the rudimentary principle of CLT is to develop and enhance second language learners’ communicative competence. The learners’ communicative competence receive much attention in CLT approach, but the question of how teachers conduct teachings by using CLT-based textbooks is less discussed. By adopting CLT textbooks in real classroom, teachers no doubt will encounter different challenges in teaching and will need to adjust their teachings accordingly. The present study aims to find out how teachers conduct teaching in classroom when using textbooks compiled using CLT approach.

The implementation of CLT approach in textbooks, nevertheless, is basically a top-down policy. How teachers respond and adjust their teachings when using CLT-based textbooks presumably depend on the degree they identify with CLT approach. Findings from many research have revealed a strong connection exist between teachers' educational beliefs and classroom practice. Beliefs are described as the "active shaper of practice" (Mayer & Goldsberry, 1987, p. 7), and how teachers behave in the classroom is the result of beliefs (Pajares, 1992). Teachers hold different assumptions about teaching, learning, and students, and these assumptions influence how they deal with or respond to particular classroom. Therefore, the relationship between teachers' beliefs and how the beliefs affect teachers' teaching practices should be reviewed.

Teacher's Beliefs and Teaching Practices

To understand teachers' teaching practices, it is significant to know what beliefs they possess about teaching. Those beliefs are encapsulated in their mental images of lesson planning. Individual teachers bring to lesson planning very different beliefs and assumptions about what constitutes effective lesson planning. It is these that thereafter guide their planning and decision making over teaching. Woods (1996) defined beliefs using the "BAK" model, which stands for beliefs, assumptions and knowledge; the model describes teachers' decision-making process. Knowledge is something people

hold as facts, which can be demonstrated (e.g., the black hole). Assumption is temporary fact that is held to be true (e.g., assuming someone taking your keys).

Beliefs is the accepted proposition that can not be demonstrated, and people can have different beliefs (e.g., disagreeing on education systems). Borg's definition of beliefs (2001, p.1) "is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior." The overall consensus on the literature regarding beliefs is that they are tacit, unconscious propositions which people hold to be true.

Kagan's (1992, p.65) definition of teacher beliefs is "tacit, often unconsciously held assumptions about students, classrooms and the academic materials to be taught. According to Haque (1989), attitude, the effective factor, was widely discussed in social psychology and was also treated as crucial to many problems of learning. It was a natural part when people discuss the language life (Baker, 1992). Attitude influences the judgments and perception of others, it affects the speed and efficiency of learning, the profession one may choose, and even the philosophy one lives (Lambert and Lambert, 1973). According to Clark and Peterson (1986), beliefs are "reasonable explicit propositions about the characteristics of objects or object classes" (p. 281). They are individuals' judgments of the truth or falsity of the world. While one

incorporates others' ideas and accumulate one's own experiences, beliefs are created and fostered gradually through this process of enculturation and social construction (Pajares, 1992). Beliefs, the "rich store of general knowledge of objects, people, events, and their characteristic relationships" help people to understand the rapid flow of continuing social events (Nisbett & Ross, 1980).

In second language teaching, how teachers conduct teachings is closely related to their attitudes or beliefs. The teachers' beliefs about how learners learn also play an important role. For example, beliefs about the importance of learner autonomy may lead the teacher to organize the course around learner projects. Beliefs about the role of learners' experience may lead teachers to organize the course around learners' stories (Wrigley and Guth, 1992). In addition, Graves (2000) proposed that beliefs about teaching and the role of the teacher are connected to beliefs about learning, although this is an area in which what a teacher does is sometimes in contradiction to what he believes, or professes to believe. The process of teaching can be viewed on a continuum in which at one end the teacher transmits knowledge to the students, and at the other end the teacher and students negotiated the knowledge and skills and methods of learning. Pajares (1992) once pointed out that teachers' beliefs are teachers' attitudes about education, schooling, teaching, learning, and students. They also represent "the rich storage of knowledge that teachers have that affects their

planning and their interactive thoughts and decisions” (Clark & Peterson, 1986, p. 281). Beliefs about teaching are not formed only when individuals are getting in teacher programs or in the apprenticeship of teaching; instead, the beliefs are formed gradually in individuals’ school experiences and are well established by the time a student gets to colleges (Pajares, 1992).

A number of factors influence teachers’ beliefs. One of these factors is the teachers’ personal life experience, which includes different forms of personal, familial and cultural understandings (Richardson, 1996). Teachers from Japan and Greek may have different thoughts about what is suitable for their classes. The next influence factor is one’s own learning experience, or as Lortie (1975) calls the “apprenticeship of observation”. The learning experiences teachers used to have could guide their teaching practices. The third factor is professional training, which means the coursework teacher received prior to teaching. The teachers could adopt philosophies and methodologies they learned about into their own classrooms (Borg, 2003). The fourth one refers to contextual factors, which are related to social and institutional factors that surround teachers. Richards and Lockhart (1996) point out that an established practice within a school or society dictates the type of content or teaching approaches are to be used. Take Taiwan for example. The Joint College Entrance Exam would undoubtedly prompt more grammatical content to be taught in senior

high schools. The last factor of influence is teachers' own teaching experience (Borg, 2003; Richards & Lockhart, 1996; Tsui, 2003). A teacher is likely to try out different teaching methods with certain groups of students in order to find out the best ones.

Researches have showed that teachers' beliefs can have crucial impacts on students' behavior and academic performance. Their beliefs "act as a filter through which a host of instructional judgments and decisions are made (Calderhead, 1996, p. 51), and their implicit theories about the nature of knowledge acquisition also affect their behaviors and further their students' learning (Fang, 1996). Teachers' different thinking makes them behave differently and "teachers become what they think about and believe about themselves" (Butler, 1992, p.235). A teacher's beliefs will help him/her in making key decisions about the content and organization of the textbooks and the course. If teachers have a strong belief in a learner-centered curriculum, s/he will then conduct the course to focus on the core beliefs or principles that are pertinent to the curriculum.

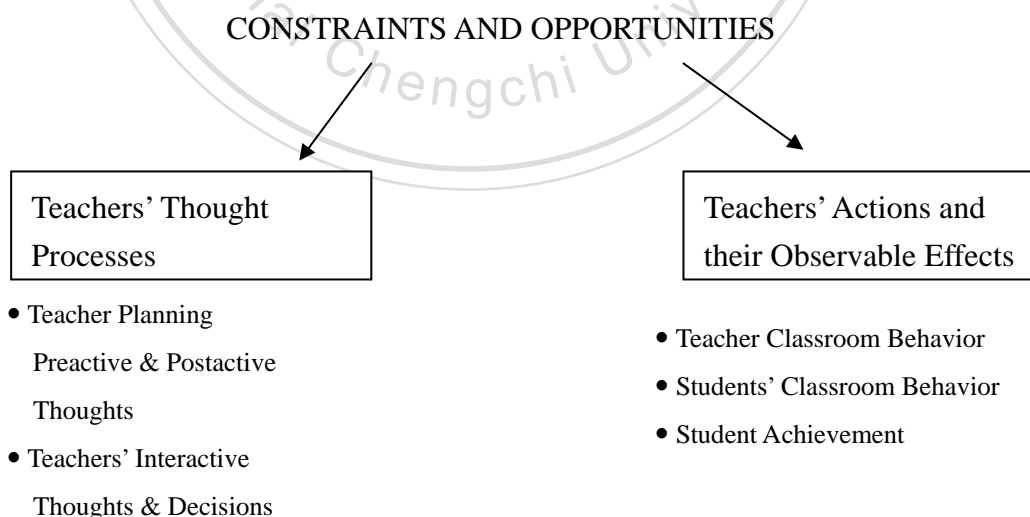
Numerous studies have found out there is connection between teachers' beliefs and teaching practices. Johnson (1992) examined the relationship of thirty ESL teachers' beliefs on reading instruction practices through completing tasks and answering an inventory. The result showed that among the three approaches, skill-based approach, rule-based approach, and function-based approach, the last one is the

most favored. The study supports the view that teachers' beliefs influence their teaching practices and instruction as well. It further indicates that teachers with different sets of beliefs will conduct teachings differently from one another.

Teachers' beliefs are necessary in language teaching (Shih, S., 1998). Karavas-Doukas (1996) remarked that teachers' beliefs play significant roles in the adoption of approaches. Similarly, Li (1998) noted that a teacher's understanding of an innovation is influential to its success. Specifically, a teacher's perceptions of the viability of the CLT innovation in particular contexts affected the success (failure) of that innovation. Teachers' beliefs and teaching practices required further examination.

Clark and Peterson's (1986) model of teachers' thought and action process clearly depicts the influence of beliefs and practices (Chart 2.1).

Chart 2.1 Clark and Peterson's (1986) Model of Teachers' Thought and Action



No other models of teacher recognition have been found to directly link teachers' thought processes and teachers' behavior. The two circles represent two domains, the

unobservable teachers' thought process, and teachers' actions and their observable effects. The domain of teachers' thought process include three categories (a) teacher planning (preactive and postactive thoughts); (b) teachers' interactive thoughts; and (c) teachers' beliefs and theories. The first two categories refer to teachers' thought process occurring before, after (preactive and postactive) or during the classroom (interactive). Teachers' theories and beliefs are rich sources that influence both teacher planning and their interactive thoughts, and the relationship is reciprocal. Teachers may form new beliefs during their planning and executing decisions in the classroom.

The domain of teachers' actions also includes three categories, namely, teachers' classroom behavior, students' classroom behavior and students' achievement. The teachers' behavior influences students' behavior, which in turn affect their achievement. In the same reciprocal relationship, students' achievement may affect teachers' to change their practices, which subsequently changes student behavior, and eventually, students' achievement once again. Depending on the context teachers work in, the context will impinge certain constrains and opportunities in their teaching process. Teachers may have less or more freedom in the decisions they make depending on the conditions in the environment. As a result, teachers' thought and actions are both influenced by constraints and opportunities present in the context. The double arrow indicates a reciprocal relationship between the two domains.

Teachers' actions are influenced by teachers' thoughts, which in turn affect teachers' actions.

Several relevant studies have come to similar results. The objective-first model is the most often prescribed by pre-service teacher educators (Shavelson & Stern, 1981). However, there exists an obvious distance between theory and practice. John (1991) discovered that student teachers consider timing, activities, resources, and context important. Aims and objectives, however, were not generally seen as essential. John concludes that the rational planning model bears little relation to student teachers' planning styles in the context of the classroom. Furthermore, Taylor (1970) discovered that the way teachers plan is often "an inversion of how theorists think about [planning]". Theorists begin with the aims and objectives, followed by learning experiences. On the other hand, teachers begin with the content, then decide on the kind of learning situation appropriate for their students and end with consideration of the purposes of the lesson and evaluation of the effectiveness of their teaching.

The studies above tended to center on factors which influenced planning, and the relationship of teachers' beliefs and their classroom practices. Such studies are insufficient in that they fail to reveal the realities of teaching practices from the teachers' perspectives. In addition, the reviewed research has been conducted in western society. Studies conducted in Taiwan mostly are dealing with textbook

selection and teachers' perceptions of the CLT-based teaching material. (Ko, 2004; Hsu, 2003; Chen, 2000; Wu, 2004; Chen 2002). Little research that links teaching practices with the CLT-based teaching materials has been done. Therefore, we have insufficient knowledge about how Taiwanese English teachers conduct teachings when adopting CLT-based textbooks. Whether the CLT-based textbooks correspond with teachers' teaching practices are worth exploring. Furthermore, the consistency degree between teachers' teaching practices the Instruction Guidelines issued by the Ministry of Education should be examined as well.

To sum up, the rudimentary principle of CLT is to develop and enhance second language learners' communicative competence. The learners' communicative competence receives much attention in CLT approach, but the question of how teachers conduct teachings by adopting CLT approach is less discussed. By using CLT teaching materials in real classroom, teachers no doubt will encounter different challenges in teachings and will need to adjust their teachings accordingly. To what extent teachers' adjustments in teaching practices conform to the Instruction Guidelines is worth discovering. The present study aims to find out how teachers conduct teachings in classroom when using textbooks compiled using CLT approach. When using CLT-based textbooks, the teaching practice is expected to be different from that of centralized grammar-based textbooks. The study could help English

teachers better understand the current teaching situations with CLT-based textbooks, encourage teachers to reflect upon their teachings over the years, and eventually affect teachers' teaching and students' learning in a helpful way.



Chapter Three

Methodology

The present study intends to obtain an understanding of senior high school English teachers' classroom practices with CLT-based textbooks. In addition, the consistency of teachers' classroom practices and the Instruction Guidelines is examined as well. This chapter describes the methodology of the study, including subjects, instrument, procedure, and data analysis. The four parts concerning methodology are discussed and explained in detail as follows.

Subjects

The study involved a target population of senior high school English teachers in greater Kaohsiung area. The participants selected in this study were English teachers from twenty one different senior high schools in greater Kaohsiung area. The key criterion shared by the schools was that the English textbooks used are all compiled under the CLT approach. The twenty-one schools included twelve senior high schools in Kaohsiung County and nine senior high schools in Kaohsiung City. All senior high schools in Kaohsiung County were included, whereas the nine chosen schools in Kaohsiung City belonged to nine administrative districts respectively. Copies of questionnaires were distributed to 254 subjects in twenty one senior high schools in both Kaohsiung County and Kaohsiung City.

Table 3.1 Distribution of the Subjects

Areas	Names of Schools	Numbers of subjects
Kaohsiung County	School A.	11
	School B.	2
	School C.	2
	School D.	19
	School E.	20
	School F.	24
	School G.	10
	School H.	9
	School I.	4
	School J.	8
	School K.	8
	School L.	6
Kaohsiung City	School M.	9
	School N.	22
	School O.	9
	School P.	15
	School Q.	10
	School R.	6
	School S.	22
	School T.	14
	School U.	24
Total	21	254

Instrument

The instruments used in the current study consisted of the pilot study and the questionnaire. The pilot study was conducted first and served as the basis to design the formal questionnaire. The questionnaire was used to collect quantitative data. The questionnaire used in this study had gone through discussions with and suggestions from experts.

Pilot Study

The pilot study was conducted through questionnaires to explore perspectives of classroom practices held by senior high school English teachers. The preliminary questionnaire was distributed to senior high school English teachers attending a Master of Arts in English Teaching (ETMA) program in July, 2008. Those teachers taught in different senior high schools, from northern to southern Taiwan. Eleven questionnaires were collected. Among the eleven teachers, only two teachers ever used the centralized textbooks, while the other nine teachers, whose teaching experiences were under ten years, had never used the centralized textbooks. The preliminary findings shifted the study from comparing teachers' classroom practices when using different textbooks to teachers' classroom practices when using the same textbooks. Since not so many teachers ever used the centralized textbooks before, it will not be easy for them to compare the old textbooks with the new ones.

Therefore, English teachers' classroom practices with CLT-based textbooks become the focus of the study. ETMA teachers' suggestions and responses were used to improve the appropriateness of the questionnaire. Some irrelevant questions concerning the differences in classroom practices with centralized textbooks and CLT-based ones were omitted. Other crucial ones regarding different teaching activities and classroom practices with CLT-based textbooks were added.

After that, the second edition of questionnaire was distributed to the researcher's nine colleagues, who were English teachers with different years of teaching experiences and educational backgrounds, for expert validity. Their comments and opinions were collected and utilized for the constitution of the formal questionnaire. Revisions and suggestions were given by experts and potential participants to ensure the content validity of the questionnaires.

Questionnaire

The questions in the questionnaires were mainly adapted from the communicativeness model of Littlewood (1981) and the Instruction Guidelines issued by the Ministry of Education. The questions modified from the communicativeness model of Littlewood were asked in order to investigate the communicativeness of senior high school English teachers' instructions. In addition, the questions adapted from the Instruction Guidelines were asked with a purpose of understanding whether

senior high school English teachers' instructions conform to the Instruction Guidelines. Originally, there were three major sections in the questionnaire: (1) Basic Information, (2) Classroom Practices with CLT-based Textbooks, and (3) Classroom Practices and Instruction Guidelines. The first section is concerned about teachers' background information, including gender, teaching experience, educational background, courses taken before, language of instruction and instruction time allotment. The second section aims at understanding the activities design in teachers' classroom practices with CLT-based textbook. There were four subsections in the second section of the questionnaire: (1) Presentation Stage, (2) Practice Stage and (3) Production Stage and (4) Assignment. The questions in Presentation Stage, Practice Stage and Production Stage are related to teachers' classroom practices at the three stages respectively. The last section, classroom practices and Instruction Guidelines, asked participants whether they conduct instruction in accordance with the Instruction Guidelines issued by the Ministry of Education. The three sections were designed based on the literature reviewed in the previous chapter of the current study and had been revised from experts and potential subjects to ensure the content validity.

Although the questionnaire was categorized into three sections, the questionnaires distributed were arranged in two sections. The second section, Classroom Practices with CLT-based Textbooks, and the third section, Classroom

Practices and Instruction Guidelines, were integrated together. The reason of this is to avoid some possible untrue responses to meet the Instruction Guidelines purposely. All the questionnaires distributed were written in Chinese so that it would be time-saving and convenient for participants to understand and complete the questionnaire (Lai, 2004).

Due to the above-mentioned reason, the formal questionnaire distributed consisted of two sections; one was about basic information and the other was related to classroom practices with CLT-based textbooks and classroom practices and Instruction Guidelines. In the first section, respondents had to fill in the blanks based on their different backgrounds. As for the second section, five Likert scales were used. Teachers could give their responses according to their own situations. 'Classroom Practices with CLT-based Textbooks' inquired teachers about how they design CLT-related activities and techniques in their lesson planning. 'Classroom Practices and Instruction Guidelines' dealt with the extent to which teachers' classroom practices conform to the Instruction Guidelines. Scale description for both 'Classroom Practices with CLT-based Textbooks' and 'Classroom Practices and Instruction Guidelines' were 5, meaning always or almost true of me; 4, meaning generally true of me; 3, meaning somewhat true of me; 2, meaning generally not true of me, and 1, meaning never or almost never true of me.

Procedures

The purpose of this study is to explore teachers' teaching practices with the CLT-based textbooks and to examine to what extent teachers' teaching practices accords with the Instruction Guidelines. In order to accomplish this goal, a descriptive research method was adopted. Descriptive research was considered appropriate for the present study because "descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subjects of the study" (Gay, 1996, p. 249). The second rationale is that descriptive research was concerned with existing conditions and relationships, prevailing practices, beliefs, points of views, attitudes, and current trend (Best, 1970).

Based on the results of the pilot study, the theory of Communicative Approach, and related literature review, the formal questionnaire was designed. The questionnaire, which was the method of data collection in the study, had undergone revisions and suggestions from experts and potential subjects to ensure the content validity.

Although the questionnaire is a popular means of collecting data, its response rate is often low, especially when the questionnaires are sent by mail. In order to raise the response rate, the researcher contacted the two sales representatives from the textbook publishing company and asked them to help distribute and collect the

questionnaires. The representatives agreed to offer assistance in distributing and collecting the questionnaires because English teachers in the twenty-one selected schools used their textbooks. In the beginning of July 2009, 254 questionnaires were sent to the sales representatives for distribution. With the assistance of the representatives, 205 questionnaires were collected from the targeted 254 respondents, yielding a return rate of 80.7%.

Data Analysis

All the collected data were analyzed and elaborated with a view to finding out the answers to the research questions brought about in Chapter One. Quantitative data were analyzed through SPSS. The responded questionnaires were keyed in and analyzed through descriptive statistics. Descriptive statistics containing ANOVA, Paired-Sample T-test, frequencies, percentage, central tendency (mean) and variability (standard deviation and range) were used to analyze the collected data.

Chapter Four

Results

This chapter reports the findings of the statistical analyses of the data derived from the questionnaires returned by the 205 senior high school English teachers in the greater Kaohsiung area. Section One in this chapter depicts background information of participants in the questionnaire. In Section Two, Three, Four, Five, Six, and Seven, the six research questions were examined. These sections concern the current situation of senior high school English teachers' classroom practices with CLT-based textbooks and the degree of conformity between teachers' teaching practices and the Instruction Guidelines issued by the MOE. Descriptive, correlative, and inferential statistics were applied to analyze the collected data.

Basic Information of Questionnaires Subjects

The subjects in the questionnaire were 205 senior high school English teachers teaching in the greater Kaohsiung area. Of the 205 subjects, 39 were male (19%) and 166 were female (81%).

Among the 205 subjects, 30 English teachers has taught for less than 5 years (14.6%), 44 for 5 to 10 years (21.5%), 66 for 11 to 15 years (32.2%), and 65 for 16 or over 16 years (31.7%). More than half of the subjects have been teaching English in senior high schools over 10 years (63.9%).

As for the 205 subjects' education level, 20 subjects held a Bachelor's degrees (9.8%), 24 subjects graduated from teachers' university (11.7%), 34 subjects had attended the 40-credit program (16.6%), and 127 senior high school English teachers (62%) held a Master's degrees.

192 subjects (93.7%) had taken TESOL-related courses and only 13 senior high school English teachers (6.3%) had never taken TESOL-related courses. That means the majority of senior high English teachers have some basic understanding about TESOL.

Results of Research Questions

The primary method adopted in this study to understand senior high school English teaching practices with CLT-based textbooks was questionnaire. In the following sections, both statistical data from questionnaires and results of research questions would be presented, providing some perspectives about senior high school English teachers' classroom practices with CLT-based textbooks.

According to Oxford (1989), means from 1.0 to 2.4 are classified as strategies never, almost never or generally not used; means from 2.5 to 3.4 as strategies sometimes used and means from 3.5 to 5.0 as strategies usually, always or almost used. The present study adopted this strategy inventory in interpreting relevant research data; that is, means 1.0 to 2.4 refer to teaching practice that were never or

seldom used, means from 2.5 to 3.4 refer to teaching practices that were sometimes used, and means from 3.5 to 5.0 refer to teaching practices that were widely or commonly used.

Results of Research Question 1

Research Question 1: How much English is used for instruction by senior high school English teachers?

This section presents the percentage of English teachers' using English for instruction.

Table 4.1 Percentage of English as Language of Instruction

English as Instruction Language	Frequency	Percentage
0%~20%	88	42.9
21%~40%	88	42.9
41%~60%	19	9.3
61%~80%	8	3.9
81%~100%	2	1.0
Total	205	100.0

As shown in Table 4.1, it is clear that over 80% ($42.9\%+42.9\%=85.8\%$) of the subjects used about 0% to 40% of English as instruction language. In other words, the majority of senior high school English teachers do not use the target language, English, for instruction in class. 9.3% of the subjects using 41% to 60% of English for instruction and 3.9% of subjects used 61% to 80% of English for instruction. Only 1%

of the subjects used 81% to 100% of English as instruction language.

Results of Research Question 2

Research Question 2: What is the time allocation for Presentation Stage, Practice Stage and Production Stage respectively with CLT-based textbooks?

In answering the questions, subjects were asked to write down the percentage for presentation, practice and production respectively. Each subject wrote down the percentages and the means were calculated for comparison. The result of senior high school English teachers' time allocation for Presentation Stage, Practice Stage and Production Stage is shown in Table 4.2.

Table 4.2 Time allocation for Presentation, Practice and Production Stages

Stage	Mean	Mode	SD	Maximum	Minimum
Presentation	68.1	60	12.5	100	40
Practice	20.1	20	9.0	40	0
Production	11.8	10	6.6	30	0

With CLT-based textbooks, the average time allocation for presentation is 68.1%, ranging from 40% to 100%. As for practice, the average time allocation is 20.1%, ranging from 0% to 40%. The average time allocation for production is 11.8%, ranging from 0% to 30%. This indicated that senior high school English teachers spent most of their classroom time on presentation, next on practice, and least

production.

For presentation, the mode is 60%, meaning that the majority of subjects spend 60% of classroom time on presentation. The mode for practice is 20%, indicating most teachers spend 20% of classroom time on practices. As for production, the mode is 10%, showing most teachers spend only 10% of classroom time for production.

Briefly, with CLT-based textbooks, classroom time is mostly for presentation, followed by practice, and then production.

Results of Research Question 3

Research Question 3: What are senior high school English teachers' classroom practices with CLT-based textbooks in Presentation Stage, Practice Stage, and Production Stage?

The results of subjects' classroom practices with CLT-based textbooks in the three stages were shown in Table 4.3. In the questionnaire, 23 items were related to Presentation Stage, 9 items Practice Stage, and 8 items Production Stage.

Table 4.3 Classroom Practices Distribution in Presentation, Practice and Production

Stages				
Stages	Total numbers of questions	Mean	SD	Mean of questions
Presentation	23	81.59	7.61	3.55
Practice	9	27.83	4.88	3.09

Production	8	19.56	4.34	2.45
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From Table 4.3, we could understand the current situation of senior high school English teachers classroom practices of with CLT-based textbooks. For senior high school English teachers, Presentation (mean = 3.55) was the major concern in classroom practices, followed by Practice (mean = 3.09). The least time for classroom practices was on Production (mean = 2.45).

Results of Research Question 4

Research Question 4: How do senior high school English teachers conduct their classroom practices concerning teaching, four language skills (listening, speaking, reading, and writing), linguistic knowledge (grammar) and assignment with CLT-based textbooks?

This question focused mainly on the classroom practices of senior high school English. The answers to the question are divided into seven parts, i.e. classroom practices in terms of (1) teaching, (2) listening, (3) speaking, (4) reading, (5) writing, (6) grammar, and (7) assignment. In filling the questionnaire, subjects were required to give different points to each item according to their own teaching practices.

The results of senior high school English teachers' classroom practices with CLT-based textbooks were presented in this section as below.

Classroom Practices

Classroom Practices in terms of Teaching

In the questionnaire, 14 items were related to teachers' teaching with CLT-based textbooks. These items included items 1, 2, 3, 4, 5, 7, 8, 9, 24, 25, 26, 33, 34 and 35.

Table 4.4 presented the rank, mean and SD of the 14 items.

Table 4.4 Classroom Practices in terms of Teaching

Rank	Mean	SD	Items
1	3.94	0.66	(9) In teaching vocabulary, I encourage students to guess the meanings of words from contexts, such as sentences, dialogues, or short passages.
2	3.84	0.90	(3) I provide authentic materials, such as menus, magazines, films etc. in my class.
3	3.66	0.79	(7) The contents taught enable students to use them in daily communication activities.
4	3.31	0.74	(1) The lecture type in class is mainly learner-centered.
5	3.28	0.85	(4) I emphasize the integral usage and training of listening, speaking, reading, and writing.
6	3.21	0.86	(8) In teaching texts, I design different activities for students to understand the main ideas and important details.
7	3.20	1.00	(26) I provide relevant clues for students to practice question-answer dialogues.
8	3.09	0.90	(5) I use task-based activities.
9	2.89	0.82	(35) I ask students to do picture writing or picture story telling.
10	2.86	0.96	(24) In class, I ask students to work in groups.
11	2.71	0.82	(33) I design problem-solving activities to make students actually use English.

12	2.64	0.79	(25) In class, students cooperate and share information with each other through games.
13	2.51	0.83	(2) I use English more than Chinese in lecturing.
14	2.07	0.77	(34) I ask students to sequence sentences, to make a paragraph, or a story.

Note: Items with means higher than 3.5 were highlighted.

Table 4.4 presented the 14 items according to rank and the items with means over 3.5 were highlighted. All subjects were requested to rate their agreement level of the 14 items on a 5 point scale, from 5, meaning always or almost true of me, to 1, meaning never or almost never true of me. Therefore, the higher the score, the higher the agreement rate.

In classroom practices regarding teaching, there were 3 items, item (9) In teaching vocabulary, I encourage students to guess the meanings of words from contexts, such as sentences, dialogues, or short passages (mean = 3.94) , item (3) I provide authentic materials, such as menus, magazines, films etc. in my class (mean = 3.84), and item (7) The contents taught enable students to use them in daily communication activities (mean = 3.66) had means higher than 3.5. The 3 items were teaching practices that were highly adopted by senior high teachers.

There were 10 teaching practices with means from 3.4 to 2.5, which meant that these practices were sometimes used by subjects. These 10 items were (1) The lecture type in class is mainly learner-centered (mean = 3.31); (4) I emphasize the integral

usage and training of listening, speaking, reading, and writing (mean 3.28); (8) In teaching texts, I design different activities for students to understand the main ideas and important details (mean = 3.21); (26) I provide relevant clues for students to practice question-answer dialogues (mean = 3.20); (5) I use task-based activities (mean = 3.09); (35) I ask students to do picture writing or picture story telling (mean = 2.89); (24) In class, I ask students to work in groups (mean = 2.86); (33) I design problem-solving activities to make students actually use English (mean = 2.71); (25) in class, students cooperate and share information with each other through games (mean = 2.64); and (2) I use English more than Chinese in lecturing (mean = 2.51)

The teaching practice generally not used by subjects was item 34; (34) I ask students to sequence sentences to make a paragraph or a story (mean = 2.07).

Classroom Practices in terms of Listening

In the questionnaire, there were 5 items concerning classroom practices with CLT-based textbooks in terms of listening. These items were items 10, 11, 12, 13 and 27. The results of subjects' classroom practices in terms of listening were presented in Table 4.5. Items with means higher than 3.5 were highlighted, adopting the same standard as the previous section.

Table 4.5 Classroom Practices in terms of Listening

Rank	Mean	SD	Items
1	4.05	0.72	(12) In my opinion, listening is for students to have general understanding, rather than understand every single word.
2	3.75	0.84	(11) I use simple classroom English, such as page #, line #, paragraph # etc. to expose students to English.
3	3.14	0.74	(27) In class, students practice listening comprehension by questioning and answering.
4	2.74	0.69	(10) In lecturing, I place emphasis on listening activities.
5	2.69	0.89	(13) In teaching listening and speaking, I plan different activities and use teaching aids.

Of the 5 items, the item with the highest score was (12) In my opinion, listening is for students to have general understanding, rather than understand every single word (mean = 4.05) and the item with the second highest score was (11) I use simple classroom English, such as page number, line number, paragraph number etc. to expose students to English (mean = 3.75). In other words, the 2 items were teaching practices that were usually and always used by senior high school English teachers in conduction listening instruction.

The item with the third highest mean was item (27) In class, students practice listening comprehension by questioning and answering (mean = 3.14), followed by (10) In lecturing, I place emphasis on listening activities (mean = 2.74) and item (13) In teaching listening and speaking, I plan different activities and use teaching aids

(mean = 2.69) received the lowest score.

From the results shown above, it was obvious that when conducting listening instruction, the majority of senior high school English teachers expected students to have general understanding, rather than know each word. Besides, listening activities and teaching aids were sometimes used by teachers in listening class, as we could see that item (13) In teaching listening and speaking, I plan different activities and use teaching aids only received 2.69 in its mean.

Classroom Practices in terms of Speaking

In classroom practices in terms of speaking, 8 items belonged to this section.

These 8 items were items 14, 15, 16, 28, 29, 36, 37 and 38.

Table 4.6 Classroom Practices in terms of Speaking

Rank	Mean	SD	Items
1	3.74	0.90	(16) In teaching speaking, I emphasize more on fluency than accuracy.
2	3.67	1.05	(14) In lecturing, I place emphasis on speaking activities.
3	3.33	1.02	(15) In class, I use English to discuss pre-reading questions with students.
4	3.02	1.00	(28) During instruction, I discuss and exchange opinions interactively with students in English.
5	2.82	0.86	(36) I ask students to do information gap activities, i.e. two groups of students are given different information and they need to complete the activity by sharing and exchanging information.
6	2.75	0.81	(29) Students use contextualized conversations to practice English.

7	2.24	0.76	(37) I ask students working in groups to design English conversations that are related to the topics of readings.
8	2.17	0.81	(38) I ask students to engage in meaning negotiation activities (e.g. interlocutors use skills such as repetition, asking for clarification, gesturing etc. to get the messages understood).

Of the 8 items on classroom practices concerning speaking, 2 items ranked over 3.5 points. The 2 items were (16) In teaching speaking, I emphasize more on fluency than accuracy (mean = 3.74) and (14) In lecturing, I place emphasis on speaking activities (mean = 3.67).

4 items had means ranging from 2.5 to 3.4. These items were (15) In class, I use English to discuss pre-reading questions with students (mean = 3.33); (28) During instruction, I discuss and exchange opinions interactively with students in English (mean = 3.02); (36) I ask students to do information gap activities, i.e. two groups of students are given different information and they need to complete the activity by sharing and exchanging information (mean = 2.82) and (29) Students use contextualized conversations to practice English (mean = 2.75).

2 items received the lowest scores; they were (37) I ask students working in groups to design English conversations that are related to the topics of readings (mean = 2.24) and (38) I ask students to engage in meaning negotiation activities (e.g. interlocutors use skills such as repetition, asking for clarification, gesturing etc. to get the messages understood) (mean = 2.17).

As far as senior high school English teachers were concerned, fluency, instead of accuracy, was primary in classroom speaking practices. Speaking activities were always used by senior high school English teachers for speaking practices. However, English conversations and meaning negotiation activities were generally not used by senior high school English teachers in classroom practices in terms of speaking.

Classroom Practices in terms of Reading

There were 4 items concerning reading, which were items 17, 18, 19 and 23. Subjects' responses of classroom practices in terms of reading were presented in Table 4.7.

Table 4.7 Classroom Practices in terms of Reading

Rank	Mean	SD	Items
1	4.10	0.75	(23) In class, I introduce transitional words, such as however, nevertheless, etc. to make students know the connection between sentences and paragraphs.
2	4.02	0.81	(18) For reading instruction, the focus is to understand the main ideas of articles, rather than understand every word.
3	3.55	0.84	(19) In lecturing, I make students get familiar with reading skills, such as skimming, scanning etc.
4	3.54	0.69	(17) In lecturing, I emphasize on the training of reading strategies.

The ranks of the 4 items from the highest to the lowest were (23) In class, I introduce transitional words, such as however, nevertheless, etc. to make students

know the connection between sentences and paragraphs (mean = 4.10), (18) In reading instruction, the focus is to understand the main ideas of articles, rather than understand every word (mean= 4.02), (19) In lecturing, I make students get familiar with reading skills, such as skimming, scanning etc. (mean = 3.55) and (17) In lecturing, I emphasize on the training of reading strategies (mean = 3.54).

It was worth mentioning that these 4 reading-related items all had means higher than 3.5, as shown in Table 4.7. In other words, most senior high school English teachers dealt with the concept of transitional words, main ideas, reading skills and reading strategies into their classroom practices in terms of reading.

Classroom Practices in terms of Writing

From the questionnaire, 5 items were related to classroom practices in terms of writing. These five items were items 20, 30, 31, 39 and 40. The results were presented in Table 4.8.

Table 4.8 Classroom Practices in terms of Writing

Rank	Mean	SD	Items
1	3.85	0.86	(30) The writing practice for students starts with sentence combination, sentence paraphrasing, and sentence making.
2	3.71	0.89	(20) When teaching writing, I focus on the importance of process writing, for example, outline writing or revision etc.
3	3.12	0.83	(31) The advanced writing practice include paragraph and essay writing, which link linguistic structures and function (e.g. using gerund to make suggestion).

4	2.39	0.71	(39) I ask students to write summaries of readings.
5	2.27	0.82	(40) I group students and ask them to write, practice, and act out the conversations based on given contexts.

The item with mean score higher than 3.5 were (30) The writing practice for students starts with sentence combination, sentence paraphrasing, and sentence making (mean = 3.85) and (20) When teaching writing, I focus on the importance of process writing, for example, outline writing or revision etc. (mean = 3.71). Item 31 ranked the third in this part; (31) The advanced writing practice include paragraph and essay writing, which link linguistic structures and function (e.g. using gerund to make suggestion) (mean = 3.12).

The item with mean scores between 1.0 to 2.4 were items (39) I ask students to write summaries of readings (mean = 2.39) and (40) I group students and ask them to write, practice, and act out the conversations based on given contexts (mean = 2.27). The 2 items were teaching practices never or seldom adopted by senior high school English teachers in conducting writing instruction.

For writing skills practice, students were always asked to begin with basic writing practice, such as sentence combination, sentence paraphrasing, and sentence making. In addition, process writing, for example, outline writing and revision, was also one of the teaching practices usually used by senior high school English teachers in writing class. The least-used teaching practices in writing class were summary

writing and acting out the conversations based on written works.

Classroom Practices in terms of Grammar

Items concerning grammar were items 21, 22, and 32. Table 4.9 presented the results of the 3 items.

Table 4.9 Classroom Practices in terms of Grammar

Rank	Mean	SD	Items
1	4.00	0.69	(22) The goal of teaching grammar is for students to actually use the grammatical structures or sentence patterns in daily lives.
2	3.93	0.66	(21) When lecturing, I focus on explaining grammatical points and sentence patterns.
3	3.24	0.85	(32) I provide relevant contexts for students to practice grammars and sentence patterns (e.g. give picture of restaurants for practicing ordering).

In items concerning grammar, subjects ranked the highest on (22) The goal of teaching grammar is for students to actually use the grammatical structures or sentence patterns in daily lives (mean = 4.00) and (21) When lecturing, I focus on explaining grammatical points and sentence patterns (mean = 3.93). The item with the lowest mean was (32) I provide relevant contexts for students to practice grammars and sentence patterns (e.g. give picture of restaurants for practicing ordering) (mean = 3.24).

Most senior high school English teachers agreed that the goal of teaching grammar is for students to actually use the grammatical structures or sentence pattern

in daily lives. Furthermore, most teachers focused on explaining grammatical points and sentence patterns in their classroom practices in terms of grammar.

Classroom Practices in terms of Assignment

Items 41, 42, 43, and 44 were related to classroom practices in terms of assignment. Table 4.10 presented the results of classroom practices in terms of assignment.

Table 4.10 Classroom Practices in terms of Assignment

Rank	Mean	SD	Items
1	3.98	0.90	(43) The assignment of English class is reading-related.
2	3.68	0.93	(44) The assignment of English class is writing-related.
3	2.63	1.23	(41) The assignment of English class is listening-related.
4	2.21	0.82	(42) The assignment of English class is speaking-related.

For classroom practices in terms of assignment, 2 items received means higher than 3.5. The 2 items were (43) The assignment of English class is reading-related (mean 3.98) and (44) The assignment of English class is writing-related (mean = 3.68).

It can be assumed that the assignment types given by senior high school English teachers were mostly reading and writing-oriented. On the other hand, listening-related and speaking-related assignments were less given, as we can see from Table 4.7 that (41) The assignment of English class is listening-related (mean = 2.63) and

(42) The assignment of English class is speaking-related (mean = 2.21).

Results of Research Question 5

Research Question 5: Do senior high school English teachers' different backgrounds influence their (1) teaching practices in terms of Instruction Guidelines issued by the Ministry of Education and (2) classroom practices in Presentation, Practice and Production Stages?

This section presented the correlations of two parts of the present study. One was the correlations between teachers with different backgrounds and the degree of conformity to the Instruction Guidelines issued by the MOE. Items of Instruction Guidelines included items 4, 5, 6, 7, 8, 9, 12, 13, 16, 18, 19, 20, 21, 22, 30 and 31. The other part was the correlations between teachers with different backgrounds and classroom practices in Presentation, Practice and Production Stages.

Subjects' Responses to Instruction Guidelines

The overall results showed how teachers with different backgrounds, including gender, years of teaching, education background and courses taken were correlated to the Instruction Guidelines (see Table 4.11.)

Table 4.11 Correlation between Subjects' Backgrounds and Instruction Guidelines

	Gender	Years Served	Education Level	Course Taken
Instruction Guidelines	0.02*	0.32	0.8	0.13

N=205 *p < .05

Of the 4 variables, the degree of conformity to the Instruction Guidelines was affected by gender only. From the statistical results of questionnaire, female senior high school English teachers enjoyed higher degree of conformity than that of male teachers in terms of Instruction Guidelines. The other 3 variables, serving years, education level and course taken, did not correlate to the degree of conformity to the Instruction Guidelines significantly.

Subjects' Responses to Classroom Practices

Table 4.12 presented how senior high school English teachers with different gender, serving year, education level, and course taken carried out their classroom practices.

Table 4.12 Correlation between Subjects' Backgrounds and Classroom Practices

	Gender	Years Served	Education Level	Course Taken
Presentation	0.01	-0.01	0.35	-0.23
Practice	0.07	-0.05	0.11	-0.31

Production	0.12*	-0.04	0.09	0.13*
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N=205 *p < .05

Correlations between teachers' backgrounds and classroom practices were shown in Table 4.12. In Presentation and Practice Stages, the four variables (gender, serving year, education level, and course taken) did not show significant differences. In Production Stage, gender and course taken before were statistically significant whereas serving year and education level were not.

Results of Research Question 6

Research Question 6: Are senior high school English teachers' classroom practices regarding CLT activities in Production Stage pre-communicative activities or communicative activities?

There were 16 items in Production Stages, including 5 pre-communicative activities items and 11 communicative activities items. Items containing 5 pre-communicative activities were items 26, 30, 31, 32 and 37. Of the 11 communicative items, 5 items were classified as functional communication activities and 6 items were classified as social interaction activities. Functional communication activities were items 25, 34, 35, 36, and 39 and social interaction activities 27, 28, 29, 33, 38 and 40.

Table 4.13 Classification of Activities in Production Stage

Production Stage	Rank	Mean	SD	Total numbers of questions	
Pre-communicative activities	1	3.13	2.58	5	
Communicative activities	Social interaction activities	2	2.68	3.44	6
	Functional communication activities	3	2.56	2.76	5
Total		8.37	8.78	16	

As presented in Table 4.13, teachers' classroom practices were mainly pre-communicative activities (mean = 3.13). Social interaction activities (mean = 2.68) ranked second and functional communication activities (mean = 2.56) ranked third in teachers' classroom practices in Production Stage. There were fewer communicative activities than pre-communicative activities.

Chapter Five

Discussion and Conclusion

Chapter five comprises five sections: summary, major findings, discussions, pedagogical implications and limitations of the study. Based on the findings, some suggestions have been made for pedagogical implications and further studies. In the final section, the limitations of the study are mentioned.

Summary

The purpose of the present study was to investigate senior high school English teachers' teaching practices concerning four skills in their teaching practices with CLT-based textbooks. Besides, the conformity between senior high school English teachers' teaching practices and the Instruction Guidelines issued by the Ministry of Education was also examined in this study. The following six research questions were addressed.

1. How much English is used for instruction for senior high school English teachers?
2. What is the time allocation for Presentation Stage, Practice Stage and Production Stage respectively with CLT-based textbooks?
3. What are senior high school English teachers' classroom practices with CLT-based textbooks at Presentation Stage, Practice Stage, and Production Stage?
4. How do senior high school English teachers conduct their classroom practices

concerning teaching, four language skills (listening, speaking, reading, and writing), linguistic knowledge (grammar) and assignment with CLT-based textbooks?

5. Do senior high school English teachers' different backgrounds such as gender, serving year, education level and the course taken before, influence their teaching practices in conformity to the Instruction Guidelines issued by the Ministry of Education?
6. Are senior high school English teachers' classroom practices at Production Stage pre-communicative activities or communicative activities?

The research method of the study was a questionnaire adapted mainly from the communicativeness model of Littlewood (1981) and the Instruction Guidelines issued by the Ministry of Education. The questions in the questionnaire were asked in order to investigate the communicativeness of senior high school English teachers' instructions and to understand whether senior high school English teachers' instructions conform to the Instruction Guidelines.

All data were derived from questionnaires sent to 254 senior high school English teachers in greater Kaohsiung area. A total of 205 questionnaires (80.7%) were returned. Descriptive statistics containing ANOVA, Paired-Sample T-test, frequencies, percentage, central tendency (mean) and variability (standard deviation and range)

were applied to analyze the collected data.

Findings and Discussion

The major findings of this study derived from the collected data were presented in the following parts.

1. Most senior high school English teachers (85.8 %) did not use the target language, i.e. English, for instruction. In other words, most teachers used the first language, i.e. Chinese, in English class. Of the remaining 14.2% subjects, only 1% used 81% to 100% of English as language for instruction.
2. In time allocation of English class, senior high school English teachers spent 68.1% of class time for presentation, 20.1% for practice, and 11.8% for production. With CLT-based textbooks, presentation still accounted for most classroom time and production only took up 11.8% of overall classroom time.
3. For senior high school English teachers, Presentation (mean = 3.55 on a 5-point scale) was the major concern in classroom practices, followed by Practice (mean = 3.09). The least time for classroom practices was on Production (mean = 2.45). Presentation occupied most classroom time and productions from students were infrequent although the textbooks were CLT-based.
4. In classroom practices regarding teaching, most teachers introduce concept of context, offer authentic language materials and teach language for daily

communication activities.

When it comes to listening instruction, most teachers believe that listening is for students to have a general understanding, rather than understand every single word and they use simple classroom English, such as page number, line number, and paragraph number etc. to expose students to English.

In classroom practices regarding speaking, most teachers put more emphasis on fluency than on accuracy and when lecturing, they place emphasis on speaking activities.

As for classroom practices regarding reading, most teachers introduce transitional words, such as however, nevertheless, etc. to make students know the connection between sentences and paragraphs; their focus in reading instruction is for students to understand the main ideas of articles rather than to understand every word. In lecturing, they make students get familiar with reading skills, such as skimming, scanning etc. and they emphasize on the training of reading strategies.

In classroom practices regarding writing, most teachers give writing practice beginning with sentence combination, sentence paraphrasing, and then sentence making and when teaching writing, they focus on the importance of process writing. For example, outline writing or revision etc.

In classroom practices regarding grammar, most teachers believe that the goal of

teaching grammar is for students to actually use the grammatical structures or sentence patterns in daily lives and they focus on explaining grammatical points and sentence patterns.

For classroom practices regarding assignment, the main assignment types given by teachers are reading and writing, whereas listening and speaking assignments are less given.

5. Of the 4 background variables, gender, serving years, education level, and course taken before under investigation, the degree of conformity to the Instruction Guidelines was affected by gender only. Female senior high school English teachers claimed that their teachings conform more to the Instruction Guidelines than that of the male teachers. The other 3 variables, serving years, education level and course taken, did not correlate to the degree of conformity to the Instruction Guidelines significantly.

The correlations between teachers' backgrounds and classroom practices were different at different stages. At the Presentation and Practice Stages, the four variables (gender, serving year, education level, and course taken) did not show significant differences. At Production Stage, participants' gender and course taken before were statistically significant whereas serving year and education level were not. Female teachers and teachers who had taken TESOL-related courses before correlated more

positively with classroom practices than male teachers and teachers who had never taken TESOL-related course before.

6. As for communicativeness of teachers' classroom activities, the activities were mainly pre-communicative activities. Social interaction activities ranked second and functional communication activities ranked third in teachers' classroom practices in Production Stage. There are more pre-communicative activities than communicative ones.

7. Some communication-oriented activities are seldom included in class. Most teachers seldom ask students to sequence sentences to make a paragraph or a story. For listening instruction, they do not often plan different activities and use teaching aids. In speaking class, most teachers do not ask students to work in group to design English conversations that are related to the topics of readings and rarely do they ask students to engage in meaning negotiation activities. When conducting writing instruction, most teachers seldom ask students to write summaries of readings and to write, practice and act out the conversations based on given contexts.

Based on the findings, instruction language, grammar teaching, classroom time for PPP and the communicativeness of activities conformed only partially to the creed of CLT. Most teachers used first language (Chinese), instead of the target language (English), in English class. This situation contradicted with Shih's suggestion that

teachers should give instruction in English to their utmost; thereby the students have more chance to expose to the target language. The use of first language in English class, however, echoed Finicchiaro and Brumfit's (1983) summary of CLT features that judicious use of native language and translation is accepted, as long as students need or benefit from it. Since English is a foreign language for students in Taiwan, teachers' using Chinese in class might help them in learning the foreign language.

As for grammar, most teachers believe that the goal of teaching grammar is for students to actually use the grammatical structures or sentence patterns in daily lives and they focus on explaining grammatical points and sentence patterns. This finding seemed to imply that teachers attempted to strike a balance between traditional English teaching in which grammar was the cornerstone and communicative teaching which stress on real-life language use.

The findings also showed that senior high school English teachers spent most of the classroom time on presentation, less time on practice, and least time on production. According to Howatt (1984), class time should be spent on activities which require learners to do in class what they have to do outside, not on language drills or controlled practice leading to communicative language use. Apparently, there remained a gap between the current teaching practices of most teachers and CLT approach. Since presentation accounted for most classroom time, not so much time

was left for activities. In Shih's (2001) characterization of CLT, students' language ability is mainly developed by means of practice in activities. Besides, Littlewood (1981) also stated that in foreign language learning, our means for providing learners with whole-task practice in the classroom is through various kinds of communicative activity. Obviously, there still existed a large gap between theory and practice.

As for the communicativeness of activities in the present study, most teachers' classroom activities were mainly pre-communicative ones, and this finding was similar to the results of Hsu's (2000) study. In Hsu's study, the textbook in junior high school placed emphasis on pre-communicative drills over communicative activities. Pre-communicative are mostly structural pattern drills, aiming to equip students with the skills for communication without actually requiring them to perform communicative acts. This finding showed that there was still room for improvement in promoting communicative activities, in which students can engage in authentic language use and acquire communicative competence naturally and completely.

Teachers' teaching practices, including listening, speaking, reading and writing, are more consistent with the core of CLT. Teachers' teaching meshed with Wilkins' (1985) features of CLT that language materials are authentic and also echoed Huang (1997)'s view that language should be used contextually. For listening and speaking class, most teachers expected students to have a general understanding and

emphasized more fluency rather than accuracy. Such situations echoed studies regarding communicative competence that a global meaning that is always greater than the sum of individual sentences or utterances and fluency and acceptable language is the primary goal (Savignon, 1997; Finicchiaro and Brumfit, 1983). In reading instruction, the focus is for students to understand the main ideas and get familiar with reading skills. This supported the notion of Huang's (1997) characteristics of CLT that meaning/message is the primary concern, not structure. For writing class, most teachers focus on the importance of process writing and this resonated with Wilkins' (1985) view that the emphasis is put on "process" rather than "product."

The teachers' background variables, such as gender and TESOL-related training, influenced how they conducted their class. Based on the findings, female senior high school teachers conformed more to the Instruction Guidelines and correlated more positively in classroom practices than male teachers. Larsen-Freeman (2000) pinpointed three roles that teachers played in CLT-based classrooms --- the facilitator, adviser, and co-communicator. Teachers assisted communication in the classroom, responded to students' questions, interacted with students, and were involved in communicative activities together with them. The three roles of teachers in CLT-based classrooms seemed to coincide with the characteristics of female teachers. Societal,

traditional factors might come into play when it comes to the images of female teachers. Besides gender, teachers who had taken TESOL-related courses before correlated more positively in classroom practices than those who did not. This suggested that knowledge of TESOL did influence how teachers teach to some extent.

The possible problems encountered by most teachers when using CLT-based textbooks in classroom are discussed in the following section. The first problem might come from the time pressure of curriculum schedules. Teachers had to finish teaching three or four lessons for examinations in the semester and teachers had to hasten teaching in order to catch up. The tight curriculum schedules also led to the second problem --- insufficient time for teachers to assess students' communicative competence. It was next to impossible for teachers to evaluate students' communicative competence for there were only four or five hours of English class per week. The third problem was related to the grammar-oriented examinations. Although the textbooks were edited following CLT approach, the grammar-based nature in English instruction of senior high schools seemed unchanged. Examinations either at schools or at JCEE (Joint College Entrance Examination) included multiple-choice grammar-based tests. The fourth problem resulted from the lack of training in CLT-based instruction. Not so many teachers ever had pre-service or in-service training regarding how to design communicative activities. Without comprehensive

knowledge of CLT, teachers might find it difficult to conduct instruction with CLT-based textbooks.

In addition, in traditional English teaching, grammar was regarded as the cornerstone in English instruction and teaching of grammar mainly consisted of teaching of phonology, morphology, and syntax. This meant that students seldom had chance to learn grammar from a discourse level perspective. As Johnson (1979) observed, the students who were able to structurally competent might not communicate appropriately. To help students use English not only accurately but also fluently, teachers should bring in communicative activities and discourse level knowledge through which grammar is taught in contexts and practiced in a natural, meaningful, and purposeful way.

Pedagogical Implications and Suggestions

On the basis of the findings of the present study, four pedagogical implications were proposed. The four pedagogical implications dealt with the grading system, the content of examination, teachings' teaching, and students' learning.

First, schools should adjust the existent grading system to one that can actually evaluate students' communicative competence. In Taiwan, English is a foreign language and is rarely used in daily life. Most students learn it because it is a school subject, not because they need it for communication. The main purpose of learning

English for high school students is to get high grades on examinations, which mostly test students' reading and writing skills instead of communicative abilities. Under the pressure of examinations, teachers had no choice but to spend a large amount of class time to drill students on test-taking skills; that is, reading and writing skills.

Nevertheless, getting high scores on discrete-point tests does not guarantee the attainment of communicative competence.

Second, the content of examinations should also be adjusted. If the content of English assessment can be adapted to meet communicative goals, teachers may be more willing to devote more class time to communicative language teaching. Through communicative activities, students can polish up their listening and speaking skills and have chances to operate the target language communicatively. By so doing, the teachers' evaluation of students' language performance should be consonant with communicative goals and then learning with communicative approach can really happen.

The third implication concerned teachers' teaching preferences in classroom. Based on the results of the study, it is worth mentioning that teachers prefer to teach reading skills and grammar. This leaves little room for students to develop other language skills in class. Yet language skills, such as listening, speaking, writing, communicative strategies, social and cultural knowledge, are all indispensable for the

success of communication. It is suggested that teachers spend less time on presentation and more classroom time on production for students to engage in various kinds of communicative activities. It is also advised that more communicative activities be included. In that way, students can not gain knowledge of the target language but also develop the ability to use that knowledge of the target language in an appropriate manner. Teachers, therefore, should try to conduct their teaching practices in a more balanced, integrated way. Besides, judging from the finding that teachers who had taken TESOL-related courses before correlated more positively in classroom practices than those who did not, TESOL courses should be required for those who wish to be English teachers in Taiwan.

Students, on the other hand, should modify their ways of learning English as well. Most senior high school students in Taiwan have already become accustomed to the traditional way of English learning in classrooms where they sit quietly, listen to teachers' lectures, and take notes. More often than not, they work individually and competitively on account of the pressure of examinations and the nature of traditional grammar-translation teaching method. Communicative language teaching, on the contrary, places emphasis on the process of communication, which requires learners to act as negotiators. They are expected to interact with each other to get meaning or information across (Richards & Rogers, 1986). Accordingly, students in Taiwan need

to learn to be actively involved in the classroom activities that develop their conversation skills and strategies. Otherwise, it is natural for them to preserve silence or talk trivialities in their mother tongue when they are asked to do communicative tasks.

Limitations of the Study and Recommendations for Future Studies

There are three limitations in this study. First, due to time and financial considerations, only senior high school English teachers from twenty one schools in greater Kaohsiung area were recruited as the subjects of this study. As a consequence, the findings may not be able to apply to all senior high schools in the whole island.

Second, as Nunan (1992) pointed out that “responses to open questions will more accurately reflect what the respondent wants to say (p.143), most questions in the distributed questionnaires are close-ended. Hence, this study cannot reflect an overall panorama of the different teaching practices when teaching with CLT-based textbooks.

Third, questionnaires adopted in this study were English teachers’ self report and this kind of self-reporting survey could only reflect what subjects thought they had done (Nunan, 1988). Therefore, the answers varied individually and the responses were regarded subjective in terms of validity and creditability.

Owing to the limitations of the present study, further research may consider enlarging the number of areas and subjects. It is hoped that future research can include

more senior high school English teachers from different areas in Taiwan. It is also suggested to investigate the teaching practices of junior high schools and elementary schools with CLT-based textbooks to gain a better picture of CLT practices.

Conclusion

The findings from the present study offer a number of insights for how English teachers conduct teaching practices with CLT-based textbooks in settings such as Taiwan, where English is taught as a foreign language and the society as a whole expect communicative skills to enhance its learners' overall English ability. CLT might work differently in EFL situations. English teachers should adapt CLT, instead of simply put all the theories of CLT into effect; they should take English teaching contexts into consideration when teaching with CLT-based textbooks. For teachers who were unenthusiastic about promoting CLT, they may not know what constructs CLT English teaching. Administrators from education authorities should offer seminars and workshops for teachers to know the ideas and concepts of CLT. As Wang (2001) once pointed out, "Overcoming difficulties that interfere with teaching for English use may require efforts from administrators, parents, teachers and learners" (p. 355). To facilitate the implementation of CLT, teachers not only need opportunities to prepare themselves to conduct communicative teaching, but also need support from school administrators and cooperation with colleagues.

Aside from teachers, CLT expects learners to be actively engaged in various forms of activities and to negotiate meaning through them (Finocchiaro & Brumfit, 1983; Littlewood, 1981). This is what Howatt (1984) calls the “strong” version of CLT, meaning “language is acquired through communication” and “using English to learn it” (p. 279). However, this expected role for students in CLT is very different from the one traditionally accepted. Students in Taiwan are accustomed to playing a passive role which contrasts with what is expected in CLT classrooms. To make CLT work in Taiwan, teachers should employ what Holliday (1994b) and Howatt (1984) call the “weak” version of CLT, rather than the “strong” version. According to Howatt, this version of CLT provides learners with more chances to use the language for communicative purposes. Students can learn to use English, not use English to learn it. Holliday (1994b) also suggests this version puts emphasis on learning about how language works, for example, in written texts. Learners are expected to work on language problems collaboratively and they do not have to engage in actual communication using the target language.

To sum up, understanding how senior high school English teachers conduct teachings with CLT-based textbooks is just a starting point. Having understood the current teaching practices with CLT-based textbooks, teachers can compensate for the deficiency when using the textbooks in their classes. We suggest that teachers use

more target language and involve more communicative elements in classroom activities. By so doing, students can have access to authentic language-using contexts and have more time to engage in classroom interaction and communication.

Furthermore, textbook publishers should bring in more communicative activities in the textbooks as well as teachers' manuals to make CLT approach more practicable in classroom.

Although the CLT-based textbooks provide teachers with a good access to the communicative approach, textbooks alone were not enough to make them CLT teaches or make the class a CLT class. A comprehensive plan of both pre-service and in-service training regarding communicative approach is needed in order to enhance teachers' understanding of CLT. Senior high school English teachers may need to be further aware of the current situations and problems of incorporating CLT in their teaching practices. In so doing, the teachers are more capable of making use of CLT-based textbooks to help students boost motivation and interests in learning English, and to better the English teaching environment in Taiwan.

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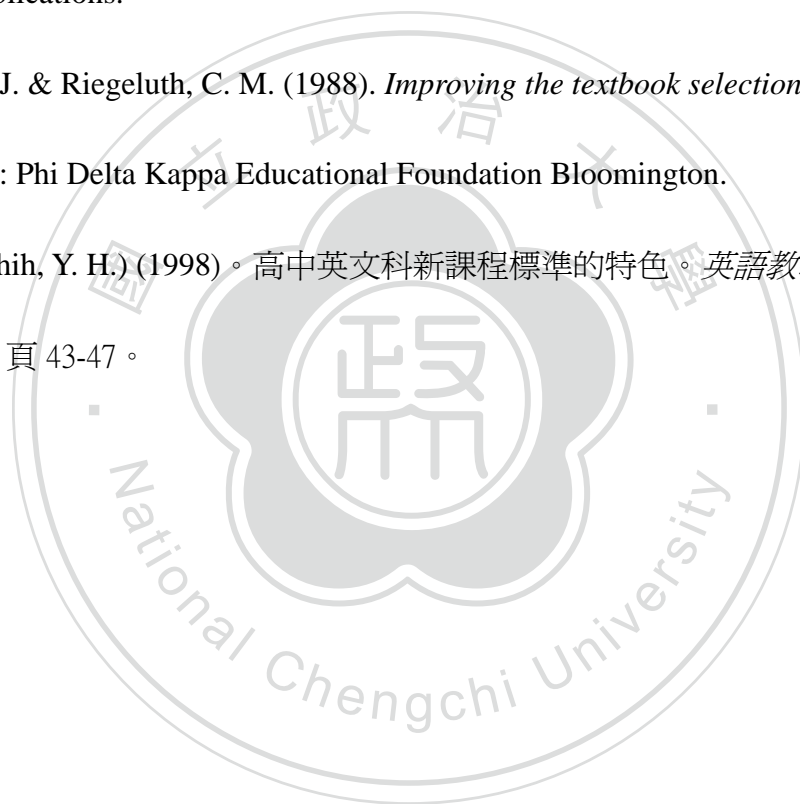
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Appendix A: Questionnaire (Chinese)

親愛的英文老師，您好！

首先感激您在百忙之中抽空填答本問卷，本問卷旨在探討用溝通式教學編列的教科書，對英文科教師在課程設計方面的影響。

本問卷不記名，問卷結果僅供學術研究之用，請放心填答。您的寶貴意見對我的研究將有很大的幫助，期盼您能撥冗填寫，感謝您的協助，謝謝。

煩勞之處，尚祈見諒，敬祝 教安。

國立政治大學 英語教學研究所
研究生 余孟樵
中華民國九十八年七月

第一部分 基本資料

- (1) 性別: (1)男 (2)女
- (2) 教學年資: (1) 未滿 5 年 (2) 5-10 年
 (3) 11-15 年 (4) 16 年(含)以上
- (3) 教育背景: (1) 一般大專院校 (2) 師範院校
 (3) 四十學分班 (4) 研究所以上
- (4) 修習課程: (1) 曾經修過英語教學(TESOL) 相關課程。
 (2) 不曾修過英語教學(TESOL) 相關課程。
- (5) 授課語言: 上課時使用 英文授課 的時間約佔 (1) 0%~20% (2) 21%~40%
 (3) 41%~60% (4) 61%~80% (5) 81%~100%
- (6) 課堂時間: 以課本的一課為單位，平均上完一課:
- (1) 老師講課 (Presentation) 的時間約占課堂時間的 _____%。
- (2) 學生練習 (Practice) 的時間約占課堂時間的 _____%。
- (3) 學生運用所學英語進行說寫活動 (Production) 的時間約占課堂時間的 _____%。

第二部份 課程設計

此部份主要目的在於了解，在高中英語教學中，您實際的教學情形，包括講課、學生練習和使用英文進行說寫的活動等，請您在□中勾選一個最合適的答案。

總 是 或 幾 乎 如 此	通 常 如 此	有 時 如 此	通 常 不 如 此	從 不 或 幾 乎 不 如 此
---------------------------------	------------------	------------------	-----------------------	--------------------------------------

1. 講授課程 (Presentation Stage)

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| (1) 英文課堂中主要的上課方式是以學生為中心(learner-centered)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (2) 我上英文課時用英文講解比用中文講解的時間多。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (3) 我在上課時會提供學生母語人士使用之真實語言教材 (authentic materials, 例如英文的菜單、報章雜誌、影片等)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (4) 我在課堂的教學活動中，重視聽說讀寫的整合運用及訓練。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (5) 我在教學時會運用任務導向(task-based)的活動。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (6) 我的課堂教學時間中的讀寫訓練多於聽說訓練。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (7) 我上課教的內容能夠讓學生運用於日常生活的溝通活動。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (8) 我教課文時會設計不同的活動，以便學生了解課文的主旨及重要細節。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (9) 我在字彙教學會藉由上下文的情境(如句子、對話或短文)來鼓勵學生猜出單字的意思。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (10) 我講授課程時著重於聽力活動。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (11) 我在課堂上使用簡單的日常教室用語，讓學生增加接觸英文的機會(例如 page #, line #, paragraph #等)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (12) 我認為聽力課程要重視聽力的大意理解，而非字字句句都要聽懂。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (13) 我在聽說教學時，會設計不同的聽力活動，並且使用教具。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (14) 我講授課程時著重於口說活動。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (15) 我上課時會用英文和學生討論課本提供的 pre-reading questions。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	總是或幾乎如此	通常如此	有時如此	通常不如此	從不或幾乎不如此
(16) 我的 <u>口說</u> 教學重視 <u>語意表達</u> 為優先，較不要求學生表達的正確度。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(17) 我講授課程時著重於 <u>閱讀策略</u> 的訓練。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(18) 我認為 <u>閱讀</u> 教學主要在了解文章的 <u>主旨</u> ，而非每個單字都要看懂。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(19) 我在課堂教學時會讓學生熟悉各種 <u>閱讀技巧</u> (skimming, scanning etc.)。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(20) 我的寫作教學強調 <u>寫作歷程</u> (process writing)的重要性(例如寫 outline, revise 等)。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(21) 我講授課程時著重於講解 <u>文法重點及句型</u> 。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(22) 我的 <u>文法</u> 教學目標在培養學生能 <u>實際應用</u> 所學之 <u>文法結構或句型</u> 於生活中。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(23) 我在課堂上會帶入轉折詞(eg. however, nevertheless etc.)等觀念，讓學生能了解句與句、段與段的關連性。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 練習活動階段 (Practice Stage)					
(24) 我在課堂上讓學生練習的方式會採用 <u>分組方式</u> 。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(25) 我在課堂上會讓學生經由合作及分享資訊來做 <u>英文競賽及遊戲</u> 。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(26) 我會提供相關提示，使學生進行你問我答之 <u>問答式</u> (question-answer)對話。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(27) 我在課堂上會讓學生做 <u>question & answer</u> 的聽力理解練習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(28) 課堂進行中我會用 <u>英文</u> 和學生有 <u>互動性的討論或意見交流</u> 。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(29) 學生練習項目為有 <u>真實生活情境的情境式</u> (contextualized)對話。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(30) 我給學生的寫作練習會從合併句子、改寫句子、造句等開始。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(31) 我給學生的進階寫作練習會包含 <u>連結語言結構和語言功能</u> (如用動名詞來做建議)的段落和短文寫作等。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | 總是或幾乎如此 | 通常如此 | 有時如此 | 通常不如此 | 從不或幾乎不如此 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| (32) 我會提供 <u>相關情境</u> ，例如給餐廳的圖片來讓學生練習點餐的文法句型。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. 英文說寫活動階段 (Production Stage)

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| (33) 我會設計 <u>問題解決</u> (problem-solving)類型的活動讓學生實際使用英文。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (34) 我會讓學生做 <u>重組句子為一段落或故事順序重組</u> (reconstructing story-sequence)的活動。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (35) 我會讓學生做 <u>看圖寫作或看圖說故事</u> 的活動。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (36) 我在英文課堂中會使學生從事 information gap 的活動(即給兩方學生不同資訊，學生需經由分享及資訊交換，來共同完成一個活動)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (37) 我會讓學生分組依 <u>課文主題設計相關的英文對話</u> 。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (38) 我會讓學生做 <u>語言意義協商</u> (meaning negotiation)的活動(例如運用 repetition, asking for clarification, gesturing 等，讓溝通者能瞭解彼此訊息)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (39) 我會要求學生寫 <u>課文摘要</u> (summary writing)。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (40) 我會讓學生分組依指定的 <u>情境編寫對話並練習與演出</u> 。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Assignment (回家作業)

- | | | | | | |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| (41) 英文課的回家作業包括 <u>聽力類型</u> 。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (42) 英文課的回家作業包括 <u>口說類型</u> 。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (43) 英文課的回家作業包括 <u>閱讀類型</u> 。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (44) 英文課的回家作業包括 <u>寫作類型</u> 。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

----- 問卷結束，感謝您的填答與協助。 -----

Appendix B: Questionnaire (English)

Dear senior high school English teachers:

July, 2009

Thank you so much for your time in filling in the questionnaire, which aims to investigate the situations of senior high school English teachers' classroom practices with CLT-based textbooks.

Please feel free to answer the questions because this questionnaire is anonymous and the results will be used only for academic purposes. Your valuable opinions will be of great help for my study. I really appreciate your precious time and assistance.

English Teaching Master of Arts, National Chengchi University
Graduate Student,
Meng-chiao Yu

Section I. Basic Information

- (1) Gender: (1) Male (2) Female
- (2) Years Served: (1) less than 5 yrs (2) 5-10 yrs
 (3) 11-15 yrs (4) 16 or more than 16 yrs
- (3) Education Background: (1) Undergraduate (2) Teachers' University
 (3) 40-credit Program (4) Graduate School
- (4) Courses Taken: (1) Had taken TESOL-related courses
 (2) Never take TESOL-related courses
- (5) Instruction Language: Percentage of using English in class
 (1) 0%~20% (2) 21%~40%
 (3) 41%~60% (4) 61%~80% (5) 81%~100%
- (6) Class Time: One lesson as a unit, the time allotment for:
 (1) Presentation is about _____%。
 (2) Practice is about _____%。
 (3) Production is about _____%。

Section II. Classroom Practices

This section aims to understand your actual teaching and classroom practices, including Presentation, Practice and Production in senior high school English teaching. Please put a \checkmark in the for your answer.

Scale Definition

5: always or almost true of me

4: generally true of me

3: somewhat true of me

2: generally not true of me

1: never or almost never true of me

1. Presentation Stage

	5	4	3	2	1
(1) The lecture type in class is mainly learner-centered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) I use English more than Chinese in lecturing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) I provide authentic materials, such as menus, magazines, films etc. in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) I emphasize the integral usage and training of listening, speaking, reading, and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) I use task-based activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) I focus more on reading and writing training than on listening and speaking training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) The contents taught enable students to use them in daily communication activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) In teaching texts, I design different activities for students to understand the main ideas and important details.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) In teaching vocabulary, I encourage students to guess the meanings of words from contexts, such as sentences, dialogues, or short passages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) In lecturing, I place emphasis on listening activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) I use simple classroom English, such as page #, line #, paragraph # etc. to expose students to English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(12) In my opinion, listening is for students to have general understanding, rather than understand every single word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | 5 | 4 | 3 | 2 | 1 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| (13) In teaching listening and speaking, I plan different activities and use teaching aids. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (14) In lecturing, I place emphasis on speaking activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (15) In class, I use English to discuss pre-reading questions with students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (16) In teaching speaking, I emphasize more on fluency than accuracy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (17) In lecturing, I emphasize on the training of reading strategies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (18) For reading instruction, the focus is to understand the main ideas of articles, rather than understand every word. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (19) In lecturing, I make students get familiar with reading skills, such as skimming, scanning etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (20) When teaching writing, I focus on the importance of process writing, for example, outline writing or revision etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (21) When lecturing, I focus on explaining grammatical points and sentence patterns. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (22) The goal of teaching grammar is for students to actually use the grammatical structures or sentence patterns in daily lives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (23) In class, I introduce transitional words, such as however, nevertheless, etc. to make students know the connection between sentences and paragraphs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Practice Stage

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| (24) In class, I ask students to work in groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (25) In class, students cooperate and share information with each other through games. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (26) I provide relevant clues for students to practice question-answer dialogues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (27) In class, students practice listening comprehension by questioning and answering. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (28) During instruction, I discuss and exchange opinions interactively with students in English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (29) Students use contextualized conversations to practice English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (30) The writing practice for students starts with sentence combination, sentence paraphrasing, and sentence making. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | 5 | 4 | 3 | 2 | 1 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| (31) The advanced writing practice include paragraph and essay writing, which link linguistic structures and function (e.g. using gerund to make suggestion). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (32) I provide relevant contexts for students to practice grammars and sentence patterns (e.g. give picture of restaurants for practicing ordering). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Production Stage

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| (33) I design problem-solving activities to make students actually use English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (34) I ask students to sequence sentences, to make a paragraph, or a story. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (35) I ask students to do picture writing or picture story telling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (36) I ask students to do information gap activities, i.e. two groups of students are given different information and they need to complete the activity by sharing and exchanging information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (37) I ask students working in groups to design English conversations that are related to the topics of readings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (38) I ask students to engage in meaning negation activities (e.g. interlocutors use skills such as repetition, asking for clarification, gesturing etc. to get the messages understood). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (39) I ask students to write summaries of readings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (40) I group students and ask them to write, practice, and act out the conversations based on given contexts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Assignment

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| (41) The assignment of English class is listening-related. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (42) The assignment of English class is speaking-related. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (43) The assignment of English class is reading-related. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (44) The assignment of English class is writing-related. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

----- End of questionnaire. Thanks for your cooperation. -----