

## CHAPTER 5

### DISCUSSION AND CONCLUSION

This chapter is the conclusion of the whole thesis, in which significant themes regarding the results of the study in the previous chapter are addressed in depth. Section 5.1 presents the researcher's main findings on the relationship between low achievers' English learning attitude and culture learning, related to the first research question—"Can culture learning experience effectively improve and enhance low achievers' attitude toward English learning?" and a detailed discussion on the best model of culture learning for English low achievers, corresponding to the research questions 2 and 3—"Are there any characteristics in the low achievers' cultural learning preferences in terms of the content and process of cultural learning?" and "What are the problems the researcher encounter and what suggestions could be made for the low achievers' cultural learning?" Section 5.2 presents the pedagogical implications of the study. Section 5.3 discusses the limitations of the study. Section 5.4 offers the recommendations for further study in this field. Finally, section 5.5 draws a conclusion from the study.

#### **5.1 Discussion of the Findings**

This discussion contains three major sections: (a) effectiveness of culture learning on English low achievers' English learning attitude, (b) English low achievers' culture learning preferences, and (c) summary of the findings.

##### **5.1.1 Effectiveness of culture learning on English low achievers' English learning attitude**

Based on the results collected from SELAM Questionnaire and the follow-up interview, the subjects' English learning attitude indeed varied significantly after the

treatment of culture learning. Both of the quantitative and qualitative results supported the assertion that culture learning was effective on enhancing these low achievers' English learning attitude. Since subjects' English learning attitudes were verified by SELAM Questionnaire, measured through the three aspects of examination—general attitude toward English, sociocultural attitude toward English, and desire and attitude to learn English, here the researcher further discusses low achievers' English learning attitude in terms of the three aspects to get a deeper understanding of the significant difference of the subjects' English learning attitude after culture learning.

#### **5.1.1.1 Subjects' English learning attitude after the treatment of culture learning**

Though the subjects' general attitude and sociocultural attitude toward English varied significantly after culture learning, their desire and attitude to learn English were not different significantly. That is to say, their affective tendencies toward English became more positive and they were more agreeable to the importance of English as a means of facilitating social interaction with people around the world, while their motive to learn English remained insufficient.

Before the insertion of culture learning, most of the subjects resisted learning English for the following reasons: (a) they deemed that English is a foreign language—not the language they use and hear in their daily lives and they could see no necessity of learning English, (b) they found no interest in the regular English classes because of the boring English learning sessions—full of grammar and vocabulary practices, and (c) the lack of achievement and confidence, resulted from the unsolved difficulties they confronted in English learning, really discouraged them. Their general attitude and sociocultural attitude toward English before culture learning were negative and confined. While after the culture learning project, their

general attitude and sociocultural attitude turned to be more positive and they were more willing to “contact” English. The possible explanations for such results are:

1. Culture learning interests them. Some scholars (eg. Battista, 1984; Brooks, 1997; Buttjes, 1988; Hadely, 2001) have pointed out that the integration of culture learning and language learning can effectively motivate students’ language learning interest. In this study, the combination of English learning and culture learning did make the subjects’ English learning more interesting, fun and meaningful—providing something they really need and enjoy. Their general attitude toward English, to some extent, was turned to be more positive owing to their enjoyable culture and English learning experience in the culture learning sessions. The transition of this positive attitude toward culture learning into their regular English learning enabled the low achievers to be more active in their in-class participation in the regular English learning sessions despite their attitude toward after-class review work was still too passive.
2. Culture learning broadens their horizons. It is believed that effective culture learning can truly attain some non-academic objectives like the awareness of cultural differences, better cross-cultural understanding and the quenching of their curiosity about what life is outside their familiar geographical background (Buttjes, 1988; Condon, 1973; Brooks, 1997). After culture learning, the subjects’ sociocultural attitude toward English was significantly different; their view on English learning was no longer confined to the learning of a “foreign” language—a language they cannot hear and use in their daily life. They see not only the language itself but also the practical language use and its connection with the world around themselves. In other words, culture learning makes low achievers’ English learning “meaningful” and “practical” and thus encourages them to undertake more English learning.

### **5.1.1.2 Subjects' desire and attitude to learn English after culture learning**

In terms of the subjects' desire and attitude to learn English, which aims to examine the subjects' in-class participation and after-class self study, no significant difference found in the posttest results of SELAM Questionnaire for the subjects in the experimental group and the control group. While in the follow-up interview, the researcher further found that the experimental group did perform better than the control group in terms of their in-class participation despite that their attitude toward after-class review work remained negative.

Low achievers usually spend little time and energy in doing their homework and review work owing to the lack of motive to learn. From the follow-up interview, the researcher found that the subjects' lack of motive to learn after culture learning was largely resulted from their consistent discouragement from their regular English learning. In the follow-up interview, they revealed that the unsolved English learning problems like the difficulty in learning English grammar in the textbook and also the lack of assistance and support in English learning during their home study reduced their passion for English learning and precluded them from keeping English learning. In other words, effective culture learning can, to some extent, "wake up" low achievers' positive attitude toward English learning; low achieves do alter their affective tendencies and viewpoints toward English and try to be more active in English learning. While once low achievers plunge into normal English learning, they find it difficult to "handle" the English learning in their regular English sessions successfully. The subjects in the study were in the third grade, and the English learning in the third year of junior high school was especially difficult for them, especially the complicated grammar and the profuse vocabulary. Therefore, as they kept confronting the frustration resulted from the difficult English learning, their motive to learn English was diminished little by little. The project helped improve

the subjects' learning interests and motivation in class and enhance their positive attitude toward English learning. However, as they get motivated to learn English, the subjects still needed the timely help for their language learning problems.

### **5.1.2 English low achievers' culture learning preferences**

This section discusses the results for Research Questions 2 and 3: "Are there any characteristics in the low achievers' cultural learning preferences in terms of the content and process of cultural learning?" and "What are the problems the researcher encounter and what suggestions could be made for English low achievers' cultural learning?"

It was found in the study that the majority of the subjects (thirteen out of fifteen) expressed their positive attitude toward the culture learning project, while only five of them kept high interests through the whole project. It is also revealed in the results of CLF Questionnaires and the follow-up interview that the subjects' interest in culture learning is highly related to culture learning content and process—certain cultural content and teaching strategies can hold low achievers' interest most.

By making reference to Tsai's survey and viewpoints on culture and English teaching in high schools (2002) and also the researcher's experience of actual dealing with English low achievers' culture learning in the study, two overriding themes are discussed in detail in this section: (a) the content of English low achievers' culture learning, and (b) the process of English low achievers' culture learning.

#### **5.1.2.1 Content of English low achievers' culture learning**

It was found in the present study that though the majority of the subjects (thirteen out of fifteen) expressed their positive attitude toward the culture learning project, they displayed different preferences for different cultural components instructed in the

classroom. In this section, through a detailed analysis of the results, the researcher induced some facts concerning the cultural learning materials suitable for low achievers.

### **1. Cultural teaching components—understanding learners’ “will”**

It is shown in the interview on cultural feedbacks and their interval CLF Questionnaires that these English low achievers are in favor of cultural topics related to their life experiences such as eating habits, school life, customs of the festivals and etc., since these kinds of cultural topics concerning their life experiences increase the feeling of familiarity in their culture learning process and can successfully attract their attention. In fact, they are curious about what life is around the world and eager to learn the differences between their own culture and other cultures. The comparison between the life experiences in their own culture and other cultures especially provide them with the cultural materials they enjoy most. In addition, the insertion of some historical stories and the cultural introduction of some literary works like songs, movies, tales or novels can also increase the variety of low achievers’ culture learning and catch their attention in the culture learning.

Arries (1994) emphasized the importance of learners’ background knowledge and self-awareness on the selection of the culture learning content; a learner can get the most appropriate culture learning only when their relevant schemata are prepared and they have the “will” to learn. A tool of the “Cultural Interest Inventory” submitted by Arries (1994), as reviewed in chapter 2, can be applied to help a culture instructor identify learners’ interest and “will” for a culture study. In the decision of the cultural content instructed in a culture learning project, the culture study organizer can administer a list of cultural topics to the learners for them to choose the cultural topics they are highly interested. It is believed that the active understanding of

learners' need for their culture learning can stand more chance in motivating their desire to learn.

## **2. Cultural materials—cultural facts vs. cultural perspectives**

It was found in the present study that one of the common difficulties encountered by the low achievers was their inability to retain too much cultural information in a time and one of the facts impressing them most was the cultural conflicts different from their original cultural cognition. Therefore, the adoption of too much cultural facts without further introduction of culture perspectives might not produce much effect on low achievers' multicultural understanding or appreciation of foreign cultures and can hardly help them gain the spirit of cultural understanding and open-minded worldview which are proved to be helpful for their positive English learning attitude. "Facts-only" has been one of the serious problems in culture instruction; merely imparting some cultural facts about food, customs, families and so on but with no mention of values and perspectives would lead to a situation in which learners know a plethora of factual information about foreign cultures without realizing the underlying cultural meanings (Hadely, 2001). While owing to the deficiency of English proficiency, the selection and adaptation of teaching materials for English low achievers' culture learning indeed require the instructor more engagement so that it will not be confined to the learning of certain cultural terms or information only. It is recommended by the researcher that English low achievers' culture learning should also contain the three levels of culture learning—facts, practices and perspectives (Morain, 2001). For the first and second level of culture learning—cultural facts and practices, the culture instructor can pour more English learning into the cultural learning materials depending on his or her learners' English proficiency. While for the deep cultural learning—cultural perspectives, the

researcher recommends that low achievers' learning of cultural perspectives should be conducted in more Chinese or Chinese exclusively. After all, an instructor is reluctant to see English low achievers misinterpret certain cultural perspectives or even reject culture learning because of their English ability deficiency.

### **3. Familiar and relevant cultural materials**

Another suggestion on cultural components taught in the classroom is the low achievers' demand for cultural topics they are more familiar with or they have learned about in the textbook. The use of students' existent knowledge such as the knowledge already acquired in the English textbook or other courses as the background knowledge can effectively reduce the feeling of remoteness for learners (Tsai, 2002). When an instructor introduce a cultural topic which is highly related to the content of the textbook, the learners will automatically activate their relevant schemata to facilitate their culture learning and English learning. In this case, the instructor can, in a short time, lead them to probe more cultural information and deeper cultural values or perspectives, which are believed to arouse their interest in English learning. In this study, the fact that the cultural topic "Harry Potter vs. Journey to the West" ranks the first among the learners' favorite cultural topics can qualify the significance of activating the learners' schema knowledge; the low achievers expressed their familiarity with the topic and high interest in acquiring more cultural information about the cultural topic. Therefore, what the teacher has to pay attention to in designing the culture learning content is to reinforce the relevance between the regular English learning and the culture-learning project.



### **5.1.2.2 Process of low achievers' culture learning**

Three issues regarding how culture can be best instructed for low achievers were induced from the data gathered in the study.

#### **1. To provide a variety of culture learning activities and positive feedbacks**

With regard to the culture learning activities appropriate to the English low achievers, it was found that a variety of activities, like discussion, cultural information surfing on the internet, the application of certain teaching aids—realia, videotapes or pictures can indeed reinforce their cultural learning effect. In the follow-up interview, the low achievers expressed their demand for more varieties in terms of culture learning activities and stressed that the design of the cultural learning activities should take their English proficiency and learning preferences into consideration. Therefore, it is a must for a culture instructor to have a careful examination and understanding of his or her learners' learning styles and English proficiency and then adopt diversified culture learning activities which are beneficial for their learners' culture learning and language learning.

English low achievers' culture learning requires more teacher attention to their feedbacks on culture learning and more teacher involvement in the culture learning activities than average students' culture learning. Some learning activities requiring English low achievers' more active engagement in culture learning like discussion or role-playing may result in some difficulties in low achievers' culture learning and thus call for a teacher's elaborate culture lesson plan. For example, in the activity of group discussion on cultural topics, low achievers might need more hints, guidance and even encouragement from teachers so that they can express their cultural viewpoints more actively. Therefore, the integration of culture learning and English learning for low achievers requires a cultural instructor more engagement in the

pedagogical preparation.

## **2. To integrate language learning into culture learning**

As found in the study, one of these English low achievers' crucial difficulties in the process of culture learning was their insufficient English proficiency to cope with English learning embedded in culture learning. Thus, the integration of language learning and culture learning in low achievers' culture learning makes the most important task for a cultural instructor. For English low achievers' culture learning, culture understanding should be the major concern and the cultivation of English ability the minor one; after all, what English low achievers really need is to regain their interest and positive attitude in English learning and a cultural instructor is reluctant to see English low achievers misinterpret or reject the cultural information due to their language inadequacy. Nevertheless, it doesn't mean that language learning should be removed exclusively out of culture learning; on the contrary, the elaborate inclusion of language learning in culture learning without impeding their interest in culture learning is required in order to bridge culture learning with language learning. It is believed that as long as the cultural instructor can get more understanding of their students' English proficiency and pay attention to the learners' cultural learning feedbacks, s/he can strike a balance between linguistic and cultural complexity for their learners.

## **3. To render an appropriate pace of culture instruction and apply spiral cultural curriculum.**

English low achievers in the study confronted difficulties in culture learning as well as English learning. They uttered a need for more detailed and slower-paced cultural explication, more follow-up cultural learning activities, more repetition of the

content of culture learning and the like. Therefore, a cultural instructor should try his or her best to render their learners the “comprehensible” cultural learning.

Teachers should adopt a slower tempo of culture learning, increase more opportunities of review on the cultural content and even adopt “spiral curriculum”—a cultural topic introduced twice; the first time in a simpler way, eg. the introduction of superficial cultural facts and the second time in a more complex way, eg. with more abstraction and in greater depth (see Chapter 2)—to help low achievers get access to successful culture learning.

### **5.1.3 Summary of the findings**

The section presents a summary of the main findings in which a comparison with the relevant literature is also made to present a complete analysis of the present study.

The major findings of the study are listed as follows:

1. A culture learning project can significantly enhance low achievers’ English learning attitude. Such finding is consistent with Buttjes’ (1988), Battista’s (1984), Heusinveld’s (1997), and Condon’s (1973) viewpoints. An effective cultural learning project fostering learners’ cross-cultural understanding and providing learners with the pleasure of culture learning can improve learners’ attitude toward language learning. In the study, the participants called as English low achievers changed their English learning attitude owing to the treatment of a culture learning project.
2. A further analysis of low achievers’ English learning attitude reveals that a culture learning project exerts a positive effect on English low achievers’ general and sociocultural attitude toward English and English learning, while their actual motive to learn English does not change significantly. The finding explicates that a culture learning project may alter English low achievers’ general and

sociocultural attitude toward English and English learning but still unable to lead to low achievers' successful English learning experience. In other words, learners' positive attitude toward foreign language and culture does not guarantee their successful language learning experience. The finding does not conform to Spolsky's (1969) and Chihara and Oller's (1978) studies, but is congruent with the findings of Oller et al. (1977), Lai (1984) and Haque (1989).

3. The investigation of English low achievers' culture learning mode in the study echoes Tsai's investigation (2002) on secondary school English teachers' viewpoints on culture instruction and also presents some new findings.
  - (a) As for culture learning contents, it was found the subjects' interest in the culture project was highly related to the content of the culture study units—cultural topics which they are more familiar with and interested in could attribute to their more active learning involvement. The topics associated learners with their existing life experiences can really effectively hold their interest, and the multicultural culture learning—not only facts but also perspectives—which aim to increase learners' cultural understanding and awareness can truly waken their language learning interest. This finding showed agreement with Tsai's investigation (2002).
  - (b) In terms of culture learning process, it was proved that the difficulty which hindered the subjects' culture learning most was still English learning embedded in the culture learning owing to their English deficiency. The use of English as the medium of culture learning for low achievers should thus be given elaborate preparation—a complete understanding of learners' English proficiency and the provision of English learning in accordance with their language proficiency. In addition, the demand for a variety of culture learning activities, more detailed cultural lecture and a slower pace of culture instruction were all kept mentioned

by the low achievers in CLF Questionnaires and the follow-up interview.

These new findings explicates the uniqueness of English low achievers' culture learning.

## **5.2 Pedagogical Implications of the Results**

Based on the research results, the pedagogical implications for applying culture learning on improving low achievers' English learning attitude are explicated as follows.

### **5.2.1 Necessity of supplementing a culture learning project with additional measures**

In order to make culture learning effective on altering low achievers' long-term and comprehensive attitude toward English learning—not only their general attitude and sociocultural attitude toward English but also their practical motive and attitude to learn English, English instructors could adopt the following measures to supplement the culture learning project:

1. In the process of culture learning, English teachers should also pay attention to low achievers' English learning and try their best to help them deal with their difficulties in English learning in time. The participants in the follow-up interview responded to the question—“*Does your English learning attitude get better or not after the cultural learning program?*” that English learning remained what puzzled them most even though they tried to learn it well after the culture learning project. Therefore, if English low achievers can get in-time help in English learning, their attitude in English learning after culture learning may be altered completely. In the process of culture learning, an EFL teacher is suggested to carry out the following teaching strategies: (a) giving more detailed English

instruction, (b) allowing ample time for English low achievers to follow the instruction, (c) offering scaffolded language practices suitable for learners' language proficiency, and (d) offering in-time solution to learners' English learning problems. As long as English low achievers who try to change their English learning attitude after culture learning can get positive feedbacks from English learning gradually, it is believed that a cultural project can be effective in altering English low achievers' comprehensive English learning attitude.

2. English teachers should provide English low achievers with a supportive learning environment. English low achievers are those who require more encouragement, praises, and sense of achievement than the average students in their English learning (Hsu, 1986; Chou, 1993). The lack of positive learning experiences and the growing sense of helplessness in English learning will "exhaust" their increasing interest in English aroused by positive culture learning. From the study, it appears that low achievers' increasing positive attitude toward English learning derived from culture learning could be backed up—sustained through teachers' elaborate provision of affective supports. More praises and encouragement for their positive attitude toward English learning, comprehensive input for their English learning and diversified English learning evaluation are all believed to be beneficial for the building of their confidence in English learning and thus diminish their discouragement resulted from English learning. Additional attention to English low achievers' affective reactions toward English learning makes a culture learning project more effective on enhancing English low achievers' motive to learn.
3. English teachers should aim to increase the congruence between culture learning and the regular English learning. Arries (1994) emphasized that fostering the linkage of culture topics to the textbook can reduce the time learner spend on

coping with language learning in grammar or lexical items in the process of culture learning, and the participants in the present study also expressed their favor for cultural materials relevant to their regular English learning (See section 4.3.2.2), so an English instructor's elaboration in bridging a culture learning project and English learning in the textbook can effectively improve learners' language learning and culture learning at the same time.

4. It is important for English practitioners to carefully examine their learners' starting point—their background knowledge and English proficiency before the implementation of culture learning (See section 5.1.2.1), so that they can provide learners with the most appropriate integration of culture learning and English learning. That is to say, EFL teachers should get a full understanding of their learners' schema knowledge so as to construct learners' culture learning in a step-by-step and systematic way.
5. Teachers should pay attention to learners' learning feedbacks on culture and language learning perplexity all the time and further adopt the most appropriate way to go with a culture learning project. Learning is an on-going process and so are culture and language learning. In the study, the culture learning project was adjusted to cater to the participants' learning needs by the application of interval CLF Questionnaires after each culture learning unit and the learners' feedbacks on the process of culture learning indeed contributed a lot for the researcher to make the culture learning project effective. Thus, in the process of culture learning, learners' feedbacks on culture learning activities can be a useful tool for teachers to know how learners' are progressing toward goals and what the next step in the culture learning should be.

### **5.2.2 Decision of the educational purpose and goal for low achievers' culture learning**

Culture instruction in the field of language instruction should be purposeful (Seelye, 1997); moreover, the culture teaching for a special context especially requires a language instructor to carefully decide on the learning goal for the learners. English low achievers are a group of English learners whose learning motivation in English and English proficiency are usually deficient and an additional culture learning project to supplement for their regular English courses should thus be preceded by a scanning of what they really need. The researcher's advice on the purpose and the goal for low achievers' culture learning are specified below.

As verified in the present study, an effective culture learning project could enhance low achievers' English learning attitude. A culture project, therefore, needs to offer low achievers the culture learning which they have great interest in and can thus arouse their positive attitude toward English learning. For those English low achievers, a culture learning project aiming to integrate English learning into culture learning should not only make the acquiring of English learning as their concern but also view students' comprehension of cultural information as their major focus. That is to say, a culture learning project for low achievers should aim to facilitate learners' understanding of other cultures, broaden their worldview, increase their English learning interest and help them acquire proper English learning. In light of the low achievers' feedbacks on the culture learning project in this study, the researcher asserts that the educational purpose of low achievers' understanding of cultural information and enjoyable culture learning experiences should even go before the goal of learning English in the procedure of culture learning; after all, what low achievers want from a culture learning project may be the pleasure of English learning and the regaining of their motivation to learn in their English learning. No teachers



are willing to risk the possibility that learners misinterpret or even reject cultural messages due to their language inadequacy in a culture learning project (Tsai, 2002). Therefore, an English teacher should plan culture learning as well as language learning carefully. Moreover, s/he needs to examine students' learning feedbacks on their culture learning experience so as to provide the best integration of culture learning and language learning for low achievers.

### **5.3 Limitations of the Study**

Although the present study was conducted in a careful way, there were two aspects of limitations in the present study: the design of the research method and the sample size.

The first limitation of the study was the time constraint of the experimental treatment. The design of the seven-unit culture learning sessions, lasting for ten weeks, may bring about the question of the insufficiency of students' exposure to culture learning which may affect students' absorption for foreign culture in class (Lange, 1998). Nevertheless, the time-consuming preparation tasks - proper lesson designs of culture learning, the pilot study of questionnaire construction, and data analysis, other external factors such as the practicing school's academic and administrative schedules of monthly achievement tests and some extracurricular activities, and the researcher's restricted time limit allowed by the master degree acquiring may qualify the limited ten-week experimental treatment. In fact, the researcher has tried her best to make the length of the experimental treatment as reasonable as possible and the adoption of CLF Questionnaires after each culture session allowed the researcher to get a clearer understanding of the subjects' culture learning.

The other limitation of the study was that the number of low achievers who

served as the subjects was not big enough to make generalization directly. To minimize the threat of the sample size toward validity, the researcher adopted carefully selected criterion to decide on the subjects as discussed in section 3.2.1. Also the group matching design of the study—matching their average English achievement test scores last semester and thus making the subjects' English academic performances in the experimental group and control group roughly equal—can strengthen and increase the validity. The study, in spite of its restricted number of subjects which limits the generalizability, still provides low achievers with a possible avenue to English learning.

#### **5.4 Suggestions for Further Study**

In response to the limitations mentioned above and the time constraint of the present study, which made some related issues unexplored, the researcher suggested the following directions for future study.

1. The time period of the study can be lengthened and a follow-up survey on low achievers' English learning attitude after culture learning can be conducted. The subjects in a long-term project can get more cultural exposure than the present study and thus an investigation of a long-term effect of culture learning on low achievers' English learning attitude will make the effect of culture learning on English low achievers' language learning attitude investigated more objectively.
2. Future research can be undertaken to investigate the relationship among a culture learning project, English learning attitude and English achievement scores and further investigate the possibility of culture learning as a kind of remedial instruction for low achievers' English learning. Owing to the time limit, the study focused on the investigation of the relationship between a culture learning and English low achievers' English learning attitude without further studying learners'

academic performance in English learning, it is recommended for an EFL teacher to explore the interrelationship among the three—a culture learning project, English learning attitude and English achievement performance for low achievers.

3. Further investigations for exploring the effectiveness of a culture learning project on English learning attitude for low achievers of different grade levels are recommended. It will be intriguing to look into the effect of culture learning toward subjects of lower graders especially the first graders whose English learning is more basic and easy to be scaffolded for them to keep learning.
4. Relevant issues concerning the optimal model of low achievers' culture learning are in need. Some issues concerning English low achievers' culture learning can be pursued in detail such as the study on the balance between culture learning and language learning for low achievers, the influence of different cultural teaching method on low achievers and etc.. With more studies in this field can a language instructor get a thorough and exact understanding of how English low achievers can get the most appropriate culture learning and thus open a new avenue for English low achievers' pull-out English learning projects.

## **5.5 Conclusion**

Motivated by a desire to ascertain whether a cultural accompaniment into language learning may promote low achievers learning motivation in language learning, the researcher, a practicing English teacher in junior high school, embarked on the present empirical study. 30 English low achievers in a junior high school were chosen as the subjects and then matched into two groups—the experimental group and the control group. The experimental members underwent the culture learning project, while the control one received no treatment. SELAM Questionnaire, which pursues the understanding of learners' English learning attitude,

was distributed to each subject before and after the treatment, the culture learning project, to perceive the altering of their English learning attitude. The pretest and posttest scores of SELAM Questionnaire were examined by the software SAS (Statistic Analysis System) Version 9.1, including t-test and paired t-test. Besides, the interval CLF Questionnaires, distributed to the subjects in the experimental group after each culture study unit to gather the subjects' culture learning feedbacks, and the follow-up interview, adopted after ten-week administration of the culture learning project to acquire the subjects' feedbacks on the project, were analyzed to provide the answer to the qualitative study on low achievers' optimal culture learning mode.

The results of the analysis of SELAM Questionnaires revealed that the subjects' overall learning attitudes toward English were significantly and positively affected by the cultural learning project especially their general attitude and social cultural attitudes toward English learning but the culture learning project exerted no evident effect on their desire and attitude to learn. Their attitude toward English learning was indeed improved by the culture learning while it was hard for them to sustain the positive attitude toward English learning because of the realistic language learning problems confronted by them.

As for the analysis of the qualitative results, it disclosed some facts regarding to low achievers' culture learning content and process. In terms of culture learning content, the subjects' interest in the culture project was highly related to the content of the culture study unit—cultural materials relevant to their background knowledge and catering to their preferences could lead to their more active learning involvement. In addition, the topics associated learners with their existing life experiences can really effectively hold their interest, and the multicultural culture learning—not only facts but also perspectives—which aims to increase learners' cultural understanding and awareness can truly waken their language learning interest. As to the culture

learning process, English low achievers' culture learning requires an English teacher more attention to the integration of culture learning and English learning. Also a lower pace of culture instruction, more instructional repetition, a variety of cultural learning activities and cultural instructors' attention to their ongoing learning feedbacks are in need in English low achievers' culture learning process.

The implications of the results are summarized as follows. (a) To improve low achievers' English learning attitude through culture learning, it is necessary to supplement their culture learning with additional measures. English low achievers should be granted in-time help for their regular language learning and the provision of a supportive learning environment so that a culture-learning project can effectively improve their overall English learning attitude and lead to a positive English learning outcome. (b) Cultural instructors should get a full understanding of their learners' schema knowledge so as to provide them with the comprehensive input in the integration of culture learning and English learning. (c) It is also recommended in the study that teachers should pay attention to their learning feedbacks and keep adjusting the culture instruction in accordance with their learning problems in the process of culture learning. (d) Low achievers' culture learning require teachers' more instructional preparation and its goal should aim to increase their culture understanding and provide them with enjoyable culture learning experiences which are believed to enhance their English learning attitude.

By conducting this study, the researcher investigates the possibility of the application of culture learning in enhancing English low achievers' English learning attitude. It is hoped that through this study, the integration of culture learning and English learning can open up another direction for in-service English teachers in junior high school to help English low achievers regain their positive English learning attitude.