

## CHAPTER 4

### RESULTS

This chapter illustrates the findings of the study. Results gathered from the questionnaires and interviews were combined to answer the four research questions one by one. To answer the research questions, four instruments were adopted. Table 3 lists a brief explanation of each instrument.

Table 3 *Brief Explanation of Four Instruments*

Instruments	Research Question	Participants
Interview about the design of ESEP <b>(Interview 1)</b>	RQ1	Nine participants: four administrative staff (Sa, Sb, Sc, and Sd) and five English teachers (Ea, Eb, Ec, Ed, and Ee).
Interview for teachers about the actual Use of ESEP <b>(Interview 2)</b>	RQ2	Two English teachers (Ea and Ec).
Questionnaire for students <b>(Questionnaire S)</b>	RQ2 & 3 & 4	622 pupils randomly sampled from the 3rd to 6th grade in this school. With a return rate of 93%, 578 questionnaires were collected.
Questionnaire for teachers <b>(Questionnaire T)</b>	RQ1 & 2	Five English teachers (Ea, Eb, Ec, Ed, and Ee).

First, answers to the first research question concerns ideas about the design of ESEP. Second, teaching and ESEP was discussed through teachers' and students' perspective to answer the second research question. Third, the answers to the third and fourth research question were about learning and ESEP focusing on student's reaction towards ESEP and what students learned from ESEP. Fourth, teachers' and students' suggestions for future ESEP development were described.

### *Ideas about the Design of ESEP*

Research Question 1: Who designed ESEP and what is the rationale behind the design?

Information was collected from the interview about the design of ESEP (Interview 1) and Questionnaire for teachers (Questionnaire T)--part 3, the rationale and criteria of the design of the ESEP, items 1-10. Answers to the first research question presented ideas about the design of ESEP, including

1. The rationale behind the design of ESEP. (From Interview 1)
2. The process of the design of ESEP. (From Interview 1)
3. Who is involved in the design of ESEP? (From Interview 1)
4. The format of ESEP. (From Interview 1 & Questionnaire T)
5. The criteria of designing the content of ESEP.(From Interview 1 & Questionnaire T)
6. Maintenance of ESEP. (From Interview 1)

*The rationale behind the design of ESEP.* The results of Interview 1 showed that there were three main reasons in advocating the design of ESEP in this school under study.

#### 1. **To use ESEP to support the new English curriculum released in 2001.**

Elementary school English curriculum in Taipei County officially started in August, 2001. Since English curriculum became a required course in elementary schools, the Academic Affairs Division in each elementary school had taken necessary measures to carry out elementary school English curriculum of 1st-9th Grades Alignment Curriculum successfully. Providing the related facilities such as ESEP for teachers and students was the first priority. When I interviewed Sa (Director of Academic Affairs Division from 2001-2003) about the rationale of the

design of ESEP, he mentioned,

In order to achieve the goal of advocating English curriculum starting from the 3rd Grade, we followed the guidelines of elementary school English curriculum of 1st-9th Grades Alignment Curriculum to set up needed facilities such as English classrooms and recruit English teachers. ....*In order to enhance students' ability in using English in daily conversation, we set every Thursday as English Day. English teacher would introduce useful conversations to students on the flag-raising ceremony every week. We also put those conversation sentences on the bulletin board in the gallery. We also put some context-related ESEP posters such as signs for classrooms and equipments on campus....*We tried to *create more opportunities for students to see and use English.* What we do was to enhance students' interests and motivation in using and learning English.

2. **To use ESEP to set up bilingual environment for learners.** In the year 2002, one of the Government's policies was to set up the bilingual living environment in the public area of schools and other government agencies and public institutions. To create an internationalized living environment and to improve English language skills of the people, Research, Development and Evaluation Commission, Executive Yuan(行政院研究發展考核委員會) had invited several government agencies and non-government organizations to create an English living environment. In order to follow the government's policy, MOE had informed all schools to create an English-friendly living environment. For example, to change the classroom signs and school name into a bilingual form. However, there were no government funds for this change in the beginning. Sc (Director of the General Affairs Division from 2001-2003, and the Director of the Academic Affairs Division 2007~2009) mentioned,

From year 2002 to 2004, there were no government funds for the establishment of Bilingual environment. They encouraged schools to *raise funds by ourselves.* Therefore, part of the funds is sponsored by our school's parents association. We also saved some school's administrative funds for creating the bilingual environment. ...

Sd (a staff of the Academic Affairs Division from 2003-2005) explained,

The beginning version of these ESEP posters *was simple and not durable.*

We only could *use paper to print out those bilingual signs* because we were short of money. Until 2006, the government gave the funds for school to change those signs and the sign for school name in the gate. This time we used *the acrylic sheet signs* which were more durable and neat.

In this period, most of the context-related ESEP posters on the campus were established.

3. **The school evaluation by Education Bureau of Taipei County (台北縣教育局校務評鑑)** also stimulated the design of ESEP, especially the **non-context-related ESEP posters**. English Curriculum was an important issue in this school's curriculum plan. The English curriculum was incorporated into grade three to six in this school while most schools started from the fifth grade. Sb (Director of Academic Affairs Division from 2003-2005) explained,

Therefore it is important to show how we made successful achievement. As you all know, we had the English Day since 2001. In order to make this activity more organized, I called the meeting for establishing an English Proficiency Oral Test of daily used sentences in our school. This oral test was to help pupils to practice and use English in daily life. Our English teachers had developed suitable content for pupils to learn and *then we paste those sentences posters on stairs, hoping students would take a look on those ESEP posters while walking.*

It was obvious that administrative staff decided where to paste those non-context-related ESEP posters. Sb mentioned another reason which gave him the idea about setting up the non-context-related ESEP poster.

Most children in this area were from the *low socioeconomic backgrounds*. Those children depended only on what the school provides in their learning of English. *Those children hardly had enough resources to improve their English ability. School plays an important role in giving much more stimulation to students. Creating an English environment is one way to achieve this goal.* Through the English Proficiency Oral Test, we hope to *encourage pupils to practice English in daily life.*

It is clear that the design of ESEP went through a series of development. Three reasons mentioned above influenced the development of ESEP in this school.

*The process of the design of ESEP.* After conducting Interview 1, the researcher

pieced together the process of the design of ESEP. Since the school administrative staff changes every two years, the Director of the Academic Affairs Division would change. This had a great influence on the ESEP development as the Director of Academic Affairs Division staff made main decision of ESEP. Table 4 presents the position change of Director of Academic Affairs Division and development of ESEP.

Table 4 *The Development of ESEP in the School Under Study*

Period of time	Director of Academic Affairs Division	Development of ESEP
2001.8.1-2003.7.31	Sa	1. Context-related (signs for classrooms and facilities) 2. Non-context-related (weekly conversation sentences on the bulletin board)
2003.8.1-2005.7.31	Sb	Non-context-related (useful sentences/expressions on stairs)
2005.8.1-2007.7.31	Sa	1. Repair ESEP posters(on stairs ) 2. Context-related posters (acrylic)
2007.8.1-now	Sc	Reflection of non-context-related posters

The design of ESEP started from 2001 and it could be divided into four periods, each period focused on a different aspect. The first period was from 2001-2003. The foundation of ESEP was gradually built with the development of elementary school English curriculum. Certain context-related ESEP posters and weekly conversation sentences were pasted on campus. The second period was from 2003-2005. The most important ESEP posters were the non-context-related ESEP posters which were useful sentences/expressions pasted on stairs in this subject school. Then it came to the third period from 2005-2007. The priority job of the Academic Affairs Division was to repair the ESEP posters on stairs. The context-related ESEP posters (signs for

classrooms, offices, etc.) on campus were changed into acrylic sheet because of the sufficient funds from government. The fourth period was from 2007 till now. A reflection of the non-context-related ESEP posters was made in this period. While interviewed with Sc (Director of the Academic Affairs Division now), he mentioned,

Recently many of our school staff discussed about the effectiveness of the ESEP poster on the stairs. Many of those posters were broken. Those broken posters hindered the movement of our pupils and often stripped some pupils. Recently, we plan to make a change of ESEP posters. *Now we plan to change the non-context-related ESEP posters into acrylic sheet. As for the location of those acrylic sheets and the content of those ESEP posters, we needed to hold a meeting with English teachers to have a discussion...*

While being asked about the future vision of the ESEP posters, Sc explained,

It is time to change. I plan to call a meeting with English teachers to discuss the content of ESEP and where to post those ESEP acrylic sheets. As for the content, *I would suggest that we focus on some topics such as history of our own town or county. The content should be topic-based. Through this way, these posters could arouse students' attention and could be used as useful teaching materials.*

*Who is involved in the design of ESEP?* Information gathered from Interview 1 indicated that four administrative staff and five English teachers were involved in the design of ESEP separately according to different period. In those four periods of ESEP development, the first two Directors of the Academic Affairs Division made the main direction to create Bilingual environment on campus. The last one (Sc) followed the ESEP tradition. However, he started to have reflection on the location and content of ESEP.

In the first period (from year 2001 to 2003), Sa (Director of Academic Affairs Division) assigned Ea to take the whole responsibility to design and develop ESEP for the newly released elementary school English curriculum. Therefore, Ea was the director of the whole ESEP development. She was a member of the Academic Affairs Division staff from 2001 to 2002. She was also a member of English teachers. Ea

mentioned,

*2001 was the first year that English become a subject in elementary school curriculum. Director of Academic Affairs Division (Sa) and I thought it was school's responsibility to put more ESEP posters on campus. I was the Section Chief of Curriculum at that time. However, we did not have any financial support. Most of these ESEP posters were computer prints. In the second year, we also put some flash cards of the teaching aids on campus. Besides, I also printed some word cards for classroom subjects for homeroom teachers. Then, they could post them in classroom.*

In the second period (from year 2003 to 2005), Sb, Sd and five English teachers (Ea, Eb, Ec, Ed, and Ee) were involved in the design of non-context-related ESEP posters (useful sentences/expressions on stairs). English teachers were in charge of designing the language content for those ESEP posters, including confirming the correctness of the context-related referential signs and choosing useful sentences/expressions for English Proficiency Oral Test. English teachers were only responsible for the language content of ESEP. On the other hand, the staff were responsible for the location of ESEP, the form, format, print, color of posters, font size, and posting.

English teachers were more passive in setting up ESEP posters in public areas on campus. They followed the order from the Academic Affairs Division. Ec mentioned,

*It is not because we do not want to create a more English-friendly environment for students and create more opportunities for them to get in touch with English. The most important reason was that we did not have the authority to decide what and where to decorate them in the public area on campus. What we can do was to follow the orders. .... Basically, we were only in charge with the language content. As for the location of ESEP, form of ESEP posters, color and font of words, or the maintenance were decided by the Academic Affairs Division.*

Sd explained the development of ESEP posters,

*Ea made the first ESEP posters appeared on campus. The beginning version was very simple and primitive. Then, when we had the English Proficiency Oral Test, school administrative meeting decided to paste those sentences posters on stairs. I was in charge of this mission. Therefore, I asked four intern teachers to assist pasting those posters on stairs. We also asked*



several sixth graders to pasting those posters. Different grades' classrooms were located in different floors of different buildings. Therefore, we distributed those sentences posters to different stairs according to the grades. The sentences/expressions were different for each grade.

In the third period, Ea was assigned as the Section Chief of Research and Development Affairs from 2005 to 2006. She explained the repairs of ESEP posters,

*In 2005, our school got a budget to replace all the Chinese classroom signs with bilingual ones. We also renewed those English-sentence posters on stairs. The content of the sentences was still the same. We only reprinted those posters and pasted them on the stairs.*

From 2006 till now (the fourth period), there was no change or replacement of ESEP posters. The administrative staff started to reflect on the function of those ESEP posters on stairs as the principle and Director of Academic Affairs Division had raised this question. During this period, the reflection of the effectiveness of those ESEP posters started to germinate.

From the interviews with English teachers, it was clear that English teachers were responsible only for the content of ESEP. The details about the locations, the format, and colors or font sizes of ESEP posters were decided by the Academic Affairs Division.

*The format of ESEP.* Information concerning the format of ESEP was gathered from Interview 1 and Questionnaire T.

### Results from Interview 1

The results of Interview 1 show that this part was totally decided by the administrative staff. The final format of ESEP posters was formed during the first and second period. In the first period, Ea was the main character to put on those handmade/ computer print context-related ESEP posters on campus. She used A4 size paper, black print and font size was around 150 to 200. Then in the second period, those context-related ESEP posters were changed into acrylic ones.



Non-context-related ESEP posters (useful sentences/expressions on stairs) were completed in the second period. Sb suggested those posters should be placed on stairs in order to enhance the opportunity for pupils to take a look at those posters. Sb mentioned that “comparing to the bulletin boards, stairs were where pupils needed to pass through every day.” As for the format of those posters, Sd explained

“I made the decision for the font size (200) of non-context-related ESEP posters and the bilingual form in those posters. In order to discriminate different sentences for different grades, I used different color wall papers to print out those sentences in black ink. Also we *put those posters according to distribution of different grades' classrooms*. We did so because we *want students to see the right and appropriate contents for their language proficiency level.*”

#### Results from Questionnaire T

QT3 Item2: Why did you choose these locations to paste on ESEP posters?

QT3 Item3: When designing ESEP posters, what characteristics of the posters did you take into consideration?

QT3 Item4: What is the language form of ESEP? How did you decide?

QT3 Item5: What topics were included in ESEP posters? How did you choose?

The five English teachers all gave the same answer to the above question. “It was decided by the staff in Academic Affair Division.”

From results of the Interview 1 and Questionnaire T, it is obviously that the form of those ESEP posters and the location of those posters were designed and decided by the academic administrative staff. English teachers were not involved in this part.

*The criteria of designing the content of ESEP.* Information regarding the criteria of designing the content of ESEP was collected From Interview 1 and Questionnaire T.

#### Results from Interview 1

In this school, according to nine interviewees, ESEP posters were bilingual. The

Mandarin print is bigger than the English print. There were two types of ESEP posters. One was context-related ESEP poster and the other was non-context-related ESEP posters. The former included signs for classroom, facilities on campus, school staff's English title etc. The later referred to useful sentences/expressions pasted on stairs. Following were the criteria they adopted while designing the ESEP.

The context-related ESEP posters were bilingual based on a sample of translation of all facilities for government and non-government agencies developed by MOE. English Teacher mentioned they just adopted the translation and clearly indicated the names of the classrooms (context-related posters) or facilities.

As for the non-context-related ESEP posters, English teachers made more efforts for this. In order to develop the English Proficiency Oral Test, English teachers were asked to choose useful sentences/expressions for pupils to learn. Each teacher had different viewpoints about what criteria should be taken into consideration when designing ESEP posters. They had meetings several times to decide suitable content for each grade. In order to design the most suitable ESEP for students, each English teacher was responsible for the grade she taught at that time. Ee and Ed were responsible for fifth grade and sixth grade; Eb was in charge of the ESEP content for first and second grade; Ec and Ea were responsible for third and fourth grade. Ed explained,

*We are in charge of developing sentences for different grades. According to which grade you taught, then you would be in charge of designing the content of English Proficiency Oral Test for that grade. We made a list of sentences which are commonly used sentences or conversations and most of them were also appeared in the textbooks. Then, we checked together to see if there were any repeated sentences and if those sentences were suitable for pupils.*

Ec mentioned,

*I selected lots sentences from the textbook. Some teachers thought common used sentences which were not appeared in textbook were more important.*

*They rewrote useful sentences/expressions as the main content for pupils to learn.*

### Results from Questionnaire T

In Questionnaire T part 3 Item 6 the researcher investigated what criteria the English teachers followed. Below are the results. Table 5 presents the criteria each English Teachers adopted.

Table 5 *Criteria English Teachers Follow When Designing ESEP Poster*

Items	Ea	Eb	Ec	Ed	Ee
Basic vocabulary in English curriculum of Grade 1-9 Curriculum defined by MOE			*	*	
Basic competency requirements in English curriculum of Grade 1-9 Curriculum	*		*		
Phrases to indicate the related context	*		*	*	
Collocate with the goal of learning	*		*	*	
Practicality of words, phrases, and sentences	*	*	*	*	*
Useful sentences/expressions	*	*	*	*	*
Coordinate with students' language proficiency	*	*	*	*	*
Consult the textbook.		*	*	*	*
Consult other schools' design	*				

According to Table 5, students' language proficiency, the practicality of words, phrases, and sentences, and the useful sentences/expressions were the criteria all the five English teachers would take into consideration while developing the ESEP content.

Though each teacher had her own ideas about how to design the non-context-related ESEP posters, they all mentioned about students' language proficiency, the practicality of language and sentences of textbooks. The most important idea was that they chose essential classroom language and useful

sentences/expressions.

*Maintenance of ESEP.* ESEP posters were all done by the year of 2004. Since then the Academic Affairs Division staff did not change any of the language content. What they did was to repair the broken ESEP posters, especially the non-context-related ESEP posters. Because the beginning version of the non-context-related ESEP posters were made of papers, it was easy to be torn and then fall down. Sd mentioned,

*We tried our best to maintain ESEP posters clean and tidy. However, they were easily torn down or got wet during rainy days. Teachers would help collecting those fallen posters and sent them back to our office. In the beginning we would print out a new one and paste it back on the stairs. However, it took time and manpower to do it. In the end, we stop pasting the fallen posters back.*

By the year of 2006, with the evaluation of school affairs(校務評鑑), the Academic Affairs Division staff reprinted all the non-context-related ESEP posters (useful sentences/expressions on stairs). Sa explained,

*At that time, most of the sentence posters were torn apart or falling down. They looked dirty and hindered the movement of pupils. Therefore, we reprinted all the posters but the language content was still kept.*

From the above interview information, it clearly showed that Academic Affairs Division was responsible for maintaining and repairing ESEP posters. Five English teachers were not involved.

In this section, ideas about the design of ESEP in public areas had been delineated through analyzing the information and data gathered from Interview 1 and Questionnaire T. In this school, Directors of Academic Affairs Division made the main direction and plan for ESEP development. The five English teachers' job was to provide needed language contents. As for the format, the location, the topics, posting, and maintenances of ESEP were decided by Academic Affairs Division. In this school, English teachers were not the predominant characters in designing ESEP.

### *Teaching and ESEP*

Research Question 2: How do teachers make use of ESEP?

To answer the second research question, the results of the following three instruments were described and analyzed. They are Questionnaire T, part 2 Items 6-21, Interview 2 (interview for teachers about the actual use of ESEP), and Questionnaire S, part 2 Items 16-25 which were related to teaching and ESEP. Answers to the second research question presented ideas about teaching and ESEP, including

#### *Teachers' opinions about ESEP and elementary school English curriculum.*

Information concerning teachers' opinions about ESEP and elementary school English curriculum was gathered from Questionnaire T Item 6, 7.

Table 6 displays the results of English teachers' opinions about ESEP and elementary school English curriculum. According to Table 6, three (60%) English teachers strongly agreed and two (40%) English teachers agreed that all ESEP should correspond to the elementary school English curriculum. While asked about whether their school's ESEP matched the elementary school English curriculum, four (80%) English teachers agreed that their school's ESEP matched the formal curriculum while one (20%) disagreed.

Table 6 *Results of English Teachers' Opinions about ESEP and Elementary School English Curriculum*

Items	Strongly agree	Agree	Disagree	Strongly disagree
All ESEP should correspond to the elementary school English curriculum	3 (60%)	2 (40%)		
ESEP on your campus matched the elementary school English curriculum		4 (80%)	1 (20%)	

#### *Teachers' attitudes towards ESEP as a teaching material.* Information

concerning who uses ESEP as a teaching material was gathered from Questionnaire T (QT2 Item9, 10, 11) and Questionnaire S (QS2 Item16, 17)

### Results from Questionnaire T.

The results were summarized on Table 7. Three (60%) English teachers mentioned that they asked pupils to observe ESEP posters on campus, while two (40%) gave a negative answer. Three (60%) English teachers compared the content of ESEP posters with the textbook while preparing the instruction. However, only two (40%) English teachers, Ea and Ec, reported that they taught ESEP in class while the other three (60%) gave a negative answer.

Table 7 *Results of Teachers' Attitudes towards ESEP as a Teaching Material*

Items	Yes	No
I asked students to observe ESEP posters on campus.	3 (60%) Ea, Ec, Ee	2 (40%) Eb, Ed
I compared the content of ESEP posters and textbook while preparing the instruction	3 (60%) Ea, Ec, Ed,	2 (40%) Eb, Ee
I taught ESEP in class.	2 (40%) Ea, Ec,	3 (60%) Eb, Ed, Ee

### Results from Questionnaire S.

QS2 Items 16 and 17 were about students' perception about English teachers' use of ESEP as a teaching material. The results were presented in Tables 8 and 9.

Table 8 *Results of Students' Perception about English Teacher's Demand on Observing ESEP Posters on Campus*

Did your teacher ask you to observe ESEP poster on campus?		
Grade	Yes No. (%)	No No. (%)
3rd(ETb)	26 (19.8)	105 (80.2)
4th(ETa)	45 (34.9)	84 (65.1)
5th(ETc)	55 (35.5)	100 (64.5)
6th(ETd)	38 (24.8)	115 (75.2)
total	<b>164 (28.9)</b>	<b>404 (71.1)</b>
Missing case	10	

Table 8 presents the result of students' perception about English teacher's demand on observing ESEP posters on campus. 164 (28.9%) pupils claimed that their teachers asked them to observe the ESEP posters, while 404 (71.1%) pupils claimed their teachers did not.

Table 9 shows the result of QS2 Item17 focusing on students' perception about English teachers' instruction of ESEP. According to Table 9, 236(41.3%) participants claimed that their English Teachers taught them ESEP, while 335(58.7%) answered "no". It is quite interesting that students' perception about teacher's instruction of ESEP in class was so different. Ea and Ec both claimed they taught ESEP in class. However, there were still 51 (38.3%) pupils in Ea's class and 99 (63.5%) pupils in Ec's class who denied this. The same situation appeared in the third and sixth grade.

From the above information, we can clearly see that the results of ESEP instruction from teachers' and students' questionnaire were different. Teachers and students had different viewpoints about who adopted ESEP as a teaching material.

Table 9 *Students' Perception about English Teachers' Instruction of ESEP*

Grade(Teacher)	Teacher's instruction of ESEP	
	Yes No. (%)	No No. (%)
3rd (Eb)	31 (24.0)	98 (76.0)
4th(Ea)	82 (61.7)	51 (38.3)
5th(Ec)	57 (36.5)	99 (63.5)
6th(Ed)	66 (43.1)	87 (56.9)
total	<b>236 (41.3)</b>	<b>335 (58.7)</b>
Missing case	7	

*What content of ESEP was included into the teaching material?* There were two types of ESEP in the school under study. One was context-related ESEP and the other was non-context-related ESEP. The former one was signs for school facilities such as classrooms, offices, English titles for administrative staff and school name, etc. The



latter one was useful sentences/expressions on stairs.

Information concerning what content of ESEP was adopted as a teaching material was gathered from Questionnaire T (QT2 Item13) and Questionnaire S (QS2 Item18).

#### Results from Questionnaire T

Table 10 illustrates the results of English teachers' actual use of ESEP as a teaching material. According to Table 8, only two (40%) English teachers adopted classroom signs, useful sentences/expressions on stairs, and English title of school as a teaching material. One (20%) English teachers mentioned that she also adopted signs of public facilities on campus as a teaching material. Office signs and English titles for the administrative staff and teachers were not included on the teaching list.

Table 10 *Results of English Teachers' Actual Use of ESEP as a Teaching Material*

Items	Yes, I used it as teaching material.	No, I did not use it as teaching material.
Classroom signs	2 (40%)	3 (60%)
Office signs	0	5 (100%)
Useful sentences/expressions on stairs	2 (40%)	3 (60%)
English titles for the administrative staff and teachers	0	5 (100%)
English titles of School	2 (40%)	3 (60%)
Signs for public facilities on campus (washbasin, toilet, bulletin board, elevators, fire equipment, barrier-free facilities)	1 (20%)	4 (80%)

#### Results from Questionnaire S

Table 11 presents the result of students' perception about English teachers' actual use of ESEP as teaching material.

Table 11 *Students' Perception about English Teachers' Actual Use of ESEP as Teaching Material*

Items	Count	Pct of Cases (%)	Rank
Useful sentences/expressions on stairs	138	59.5	1
English title of School	93	40.1	2
Signs for public facilities on campus	78	33.6	3
Classroom signs	78	33.6	3
English title for the administrative staff and teachers	44	19.0	4
Office signs	20	8.6	5
Total responses	451	194.4	

Note. There were 4 missing cases among 236 (41.3%) pupils who claimed their teachers taught ESEP.

According to Table 11, the top 3 ESEP items which students claimed their English teachers taught them were useful sentences/expressions on stairs (59.5%), English title of School (40.1%), classroom signs (33.6%) and signs for public facilities on campus (33.6%). Office signs (8.6%) and English titles for the administrative staff and teachers (19.0%) were less frequently mentioned. The result of QS2 Item18 was consistent with what teachers indicated in QT2 Item13.

From the above data, it is obvious that non-context-related ESEP (useful sentences/expressions on stairs) was the main material for ESEP instruction and the context-related ESEP posters were less mentioned.

*Opinions about ESEP as a teaching material.* Teachers' and Students' opinions about ESEP as a teaching material were gathered from Questionnaire T and Questionnaire S (QT2 Item 12, 16 and QS2 Item 25).

#### Results from Questionnaire T

Table 12 shows the reasons why English teachers used ESEP as a teaching material. According to Table 12, among eight items, three were chosen by two (40%) English teachers. The reasons were "ESEP corresponds to the formal curriculum", "to help students pass the school's English Proficiency Oral Test", and "to teach students

to describe the context in English”. However, in Table 12, five (100%) English teachers all denied that their students ask English teachers to teach ESEP.

Table 12 *Reasons Why English Teachers Adopted ESEP as a Teaching Material*

Items	Agree	Disagree
ESEP corresponds to the formal curriculum	2 (40%)	3 (60%)
To help students to pass school’s English Proficiency Oral Test	2 (40%)	3 (60%)
To teach students to describe the context in English.	2 (40%)	3 (60%)
Students ask English teachers to teach them ESEP.	0	5 (100%)
ESEP is useful.	1 (20%)	4 (80%)
ESEP could arouse students’ learning motivation.	1 (20%)	4 (80%)
ESEP corresponds to students’ level.	0	5 (100%)
Administrative department demands	1 (20%)	4 (80%)

Table 13 displays reasons why English teachers did not adopt all ESEP as the teaching material.

Table 13 *Reasons Why English Teachers Did Not Adopt All ESEP as a Teaching Material*

Items	Agree	Disagree
There is not enough time for instruction	5 (100%)	0
Those ESEP is not useful. For example: office signs and English titles for administrative staff.( context-related ESEP posters)	5 (100%)	0
ESEP is material for students to learn by themselves, there’s no need to teach it in class.	3 (60%)	2 (40%)
Though there was no instruction nor exam on ESEP, students still could memorize it because they repeatedly saw those ESEP.	1 (20%)	4 (80%)

According to Table 13, “limited instruction time” and “unuseful ESEP posters to students” made all participants exclude some ESEP as the teaching material. Five (100%) participants claimed that certain part of context-related ESEP such as office signs and English titles for administrative staff was not useful. Besides, three (60%) English teachers indicated ESEP was something for students to learn by themselves,

and there's no need to teach it in class. Only one (20%) English teacher mentioned that the repetition of ESEP would make students pick up and memorize those words or phrases even though there was no instruction on ESEP.

Eb and Ed both gave explanations for why they thought some part of the context-related ESEP posters was not useful in the QT2 Item 16.

Eb indicated that

“The context-related ESEP signs are aimed to indicate the context. Therefore, ***even though there are bilingual signs for students to read, most students choose to read the Chinese (Mandarin) print to get information needed.*** Moreover, those phrases were too difficult. Hence, the English print on those context-related ESEP posters/signs is not useful and meaningless.”

Ed also mentioned one reason that she did not use context-related ESEP posters as teaching material,

“Speaking of language teaching and learning, there is ***priority part of language teaching and learning content.*** Comparing to other useful expressions, I think words and phrases of context-related ESEP posters were too difficult for pupils. It is not useful in students' daily life, either. Besides, the translation of the titles of administrative staff and office is difficult and with long syllables. It is not suitable for students to learn those words.”

From the above results, it showed that only two (40%) English teachers adopted ESEP as a teaching material. All five (100%) English teachers agreed that “limited instruction time” and “whether ESEP was useful” would affect their willingness to teach ESEP. Besides, 60% of the English teachers mentioned that “ESEP is a material for students to learn by themselves, and there's no need to teach it in class”.

The above mentioned was concerning English teachers' opinions about teaching ESEP. The following part was about what students' thought about the instruction of ESEP.

#### Results from Questionnaire S

Table 14 presents students' opinions about ESEP as a material for instruction.

Most students (73.6%) claimed they wanted teachers to teach ESEP in class.

Table 14 *Students' Opinions about ESEP as a Material for Instruction*

Do you want teachers to teach ESEP?	No. (%)
Yes	420 (73.6)
No	151 (26.4)
Missing cases	7

From the above results, we learn that English teachers' perception about students' need for ESEP instruction was quite different from students' thoughts.

*Teaching activities and review activities.* Information regarding what kind of activities English teachers used to teach ESEP and helped students review were gathered from Interview 2, Questionnaire T (QT2 Item 14, 15), and Questionnaire S (QS2 Item 19, 20).

#### Results from Questionnaire T

Only two English teachers indicated that they taught ESEP in class. Table 15 presents activities the two English teachers (Ea and Ec) adopted to teach ESEP.

Table 15 *Activities English Teachers Adopted to Teach ESEP*

Items	Percentage of participants who adopted those activities to teach ESEP.
Drills practice. Teach students how to read ESEP	2 (40%) Ea, Ec
Conversation instruction/ practice	2 (40%) Ea, Ec
Situational role play	1 (20%) Ec
Games	1 (20%) Ec
Lead students to look at ESEP in person	0
Grammar analysis	0
How to recite /memorize words	0

According to Table 15, different teaching activities were adopted to introduce the content of ESEP to students. Drills, conversation instructions, and practices were common used teaching activities. As indicated in Table 15, Ec used more types of

activities to teach ESEP, while Ea focused on drills practicing and conversational instruction and practice.

Table 16 shows activities the two English teachers (Ea and Ec) used to help students review ESEP.

Table 16 *Activities Teachers Used to Help Students Review ESEP*

Items	Percentage of participants who adopted those reviewing activities.
Ask English assistant to lead students to read.	40% (Ea, Ec)
Distribute handout of useful sentences/expressions on stairs	40% (Ea, Ec)
While talking with students, I try to use as much ESEP as possible in our conversation	40% (Ea, Ec)
Play audio and video version of ESEP	20% (Ec)
Distribute handout of the administrative staff and teachers' English titles.	20% (Ec)
Ask students to read ESEP and record it.	20% (Ec)
Discuss ESEP with students	20% (Ec)
Distribute school map (English version)	0%

As shown in Table 16, two (40%) English teachers, Ea and Ec, mentioned that while talking with students, they tried to use as many words or phrases from ESEP as possible in conversation. Besides, they distributed handout of useful sentences/expressions on stairs and asked student assistants to lead the whole class to read. One (20%) English teacher (Ec) would play audio and video versions of ESEP and asked students to read ESEP and record it at home.

### Results from Interview 2

In the interview, Ea explained how she taught ESEP through reading aloud and pointing to the words while reading,

*I taught sentences pasted on the staircase in a systematical way. In the*

*beginning 5 to 10 minutes, I would lead students to read all the sentences required for the English Proficiency Oral Test this semester. Sometimes, I would ask the students assistant to lead the whole class to read. Besides, I put A4 size handouts on each desk and I demanded students to point to words which he was reading. On the bulletin board, I collected the content of useful sentences/expressions on stairs. Students were sometimes invited to point out the sentence I read. Through this kind of activity, I hope students could both memorize pronunciation and recognize words.*

Ec adopted a different kind of teaching activity to teach ESEP,

*We had limited time for English class. Therefore, I would try my best to incorporate ESEP into formal curriculum. For example, if the content of textbook was related to that of ESEP, I would make a connection of these two parts while teaching. I did not adopted special teaching activities to teach ESEP. What I do was to relate similar content of ESEP and textbook. Practicing conversation, situational role play, and other common teaching activities all could be used in class. There's one more thing. Students were asked to write down the ESEP sentences on writing book as homework and sometimes I also asked them to read and record it. Through this writing practice, I hope students could try to recognize those words. To enhance their ability to recognize words. With the recording, they could hear how they pronounce and train themselves.*

Ec also mentioned she would teach students to practice how to write those words.

Ea adopted a systematical way to teach ESEP. She focused on the useful sentences/expressions on the stairs. This is also reflected from students' questionnaire.

The results from the Interview 1 and Questionnaire T showed that English teachers did not emphasize the instruction of ESEP. Among Five English teachers, only one (20%) teacher (Ea) used ESEP (non-context-related ESEP, useful sentences/expressions on stairs) as a teaching material in each lesson and make reading ESEP as a routine. She regarded that by asking students to recite and read the content of ESEP, students would memorize more words or sentences.

Ec adopted a different way to teach ESEP. She incorporated certain parts of ESEP only when it was related to the content of textbook. She viewed ESEP as a supplementary material. No specific activities were used to teach ESEP. Ec, on the



other hand, designed her lessons plan according to the content of textbook and added related content of ESEP.

Ea and Ec adopted different activities. Ea used ESEP systematically to train students, asking them to read aloud and recite sentences demanded by her. Ea thought reading aloud and looking at and pointing to words were important. She tried to make sure students really could read words, not just imitating sounds without any idea about what they read. She regarded through this reading-aloud activity, students could at least memorizing 10 to 15 sentences for each semester. Ec used another way of using ESEP as a teaching material. What she did was to compare the content of textbook and ESEP. Then she adopted the same content and designed suitable teaching activity for each lesson. She viewed ESEP as a supplementary material. She thought this is a good way to help students learn and make good use of school's resources.

#### Results from Questionnaire S

There were 236 students reported that their teachers taught them ESEP. Table 17 presents 230 students' perception about what kind of activity teachers used when teaching ESEP.

Table 17 *Students' Perception about Activities Teachers Used to Teach ESEP*

Item	Count	Pct of Cases (%)	Rank
Games	108	47.0	1
Teach us how to read ESEP	103	44.8	2
Conversation instruction/ practice	88	38.3	3
Visit ESEP in person	58	25.2	
Grammar analysis	50	21.7	
How to recite/ memorize words	59	25.7	
Situational role play	88	38.2	
Valid cases	230		
Missing cases;	6		
Total responses	554	240.9	

As shown in Table 17, the most commonly used teaching activity was “games”. The second place was “to teach us how to read ESEP”. Next was “conversation instruction and practice”. The result was consistent with what English teachers reported in QT2 Item14 (Table 15).

Table 18 presents students’ perception about what kinds of review activities or resources English teachers used.

Table 18 *Students’ Perception about Activities or Resources English Teachers Provided to Review ESEP*

Item	Count	Pct of Cases (%)	Rank
English assistance lead classmates to read	380	68.6	1
Provide the audio and video version on school webpage	178	32.1	2
Distribute handout of sentences on stairs	97	17.5	3
Distribute school map	65	11.7	
Distribute handout of the administrative staff and teachers’ English titles	34	6.1	
There was no review activity	29	5.2	
Valid cases	554		
Missing cases	24		
Total responses	783	141.3	

According to Table 18, the most commonly used review activity was “English assistant lead classmates to read”. The second most commonly used item was that teachers provided the audio and video version of ESEP (useful sentences on the stairs) on school webpage. Next was that English teachers distributed handout of sentences on the stairs to students. The top three review activities and resources were all related with the content of the school’s English Proficiency Oral Test.

Some students pointed out that English teachers gave them handouts of school map and English titles for administrative staff and teachers while English teachers claimed they did not do so. It was because some pupils noticed these two files were

posted by administrative staff on school's webpage. They downloaded and regarded these files were electric handouts from English teachers. Those pupils were really autonomous learners. They would collect and find information they needed.

*Evaluation on ESEP.* Except the English Proficiency Oral Test, five English teachers and students were asked to report whether they had any other exams on ESEP or not. Information concerning about who had exams on ESEP, what was the form and content of the exam, how teachers make exam on ESEP and the reasons why they had an exam on ESEP or why they did not were also gathered from Questionnaire T Item 17, 18, 19, 20, 21 and Questionnaire S Item 21, 22, 23, 24.

#### Results from Questionnaire T

Only two (40%) English teachers, Ea and Ec, claimed they had exams on ESEP to evaluate what students learned from ESEP. The main reason was that they thought that ESEP was useful and that it matched the official curriculum. It was useful to include ESEP into exam to help students learn and help them pass the English Proficiency Oral Test.

The reasons why the other three (60%) English teachers did not use ESEP as a material for the exam were as follows.

1. The content of original curriculum is enough (60%; Eb, Ed, Ee).
2. Context-related ESEP is designed to mark different classroom in English on campus, not setting up for exam (60%; Eb, Ed, Ee).
3. They do not want to give students more pressure (40%; Eb, Ed).

Table 19 displays how the two English teachers (Ea and Ec) designed and prepared exams for ESEP. According to Table 19, Ec had both oral and written exams on ESEP while Ea adopted oral exam only. The ESEP exam mentioned here was a self-designed exam by two English teachers respectively. This ESEP exam was

different from English midterm and final. Ea and Ec both included useful sentences/expressions on stairs (non-context-related ESEP) as the content for exam. Ec also listed facilities on campus (context-related ESEP) as part of the exam. From the results of QT2 Item 20, we learn that most of the context-related ESEP such as the English titles for administrative staff and teachers, signs for offices and classrooms were excluded from the exam. Two (40%) English teachers, Ea and Ec, reported that they would provide remedial teaching for students who failed ESEP exam, and have students retake the exam till they all pass.

Table 19 *English Teachers' Design and Plan towards ESEP Exam*

Items	Ea	Ec
Form of exam	oral exam	oral and written exam
Content of exam	Useful sentences/expressions on stairs	1. Useful sentences/expressions on stairs 2. Facilities on campus
Any strategies for students who failed ESEP exam	They both provided remedial teaching and had students retake the exam till they all passed.	

#### Results from Questionnaire S

Table 20 shows students' perception about exams on ESEP. According to Table 20, only 183 (31.9%) students reported that their teachers had an exam on ESEP.

Table 20 *Students' Perception about Exam on ESEP*

Did your teachers have an exam on ESEP?	No. (%)
Yes	183 (31.9)
No	390 (68.1)
total	573 (100.0)
Missing cases	5
total	578

Table 21 reveals the result about students' perception of the form of the exam for ESEP. Among 183 students who reported their teachers had an exam on ESEP, 109

(66.5%) students reported the form of exam was oral exam, while 55 (33.5%) students reported it was written exam.

Table 21 *Students' Perception about the Form of Exam for ESEP*

What is the form of the exam?	No. (%)
Oral	109 (66.5)
Written	55 (33.5)
total	164 (100.0)
Missing cases	19

Students' perception about what was the content of ESEP exam was showed in Table 22. Among 183 students, 132 (72.9%) students agreed with that useful sentences/expression on the stairs stood for the main part of the exam. Next to it was signs of facilities on campus, 57 students (31.5%) mentioned this was also included in the exam.

Table 22 *Students' Perception about the Content of the Exam*

Item	Count	Pct of Cases (%)	Rank
Useful sentences/expressions on stairs	132	72.9	1
Signs of facilities on campus	57	31.5	2
School's English title	50	27.6	3
Signs of classrooms	42	23.2	4
Signs of administrative offices	13	7.2	
English titles for the administrative staff and teachers	29	16.0	
Missing cases	2		
Valid cases	181		
Total responses	323	178.5	

In Table 23, students' opinions about ESEP as a material for exam are presented. 493 (86.3%) students believed that they could learn more about ESEP if teachers use it as exam materials, while there were 73 (13.7%) students disagreed with that.

Table 23 *Students' Opinion about ESEP as a Material for Exam*

Do you think it is good to include ESEP into the exam?	No. (%)
Yes, I can learn more from this.	493 (86.3)
No	78 (13.7)
total	571 (100.0)
Missing cases	7

In the QS2 Item 24, students were asked to write down the reason why they disagreed with including ESEP as a material for exam. 20 (3.5%) students mentioned they were afraid studying load would become too heavy if ESEP was included as a material for exam. Four (0.7%) students suggested that the content of textbook was enough. They did not need to learn extra stuff from ESEP. 17 (2.9%) students declared the content of ESEP was so difficult that they would fail in the exam, which would also give them more pressure. 12 (2.1%) students concerned that what if someone did not notice all ESEP posters, it was unfair to put ESEP in exam since not all students get all ESEP information on campus. 12 (2.1%) students revealed their thought that it was troublesome if ESEP was included as part of the exam. Then, they had to sacrifice their off-class time to review. It would definitely take lots of time to review all the ESEP on campus. There are four (0.7%) students disagreeing with the exam of ESEP because their teachers did not teach them ESEP. Two (0.3%) students mentioned ESEP was not the main material for school curriculum. Besides, an autonomous learner would study ESEP automatically anyway, no matter there was an exam or not. Two (0.3%) students expressed that they did not like English and exams.

In summary, in this section, teachers and students' attitudes towards teaching and ESEP were delineated through analyzing the information and data gathered from Interview 2, Questionnaire T, and Questionnaire S. Less than half of the English teachers adopted ESEP as teaching and evaluation materials. Non-context-related ESEP was the main part English teachers, Ea and Ec, chose to teach in the school

under study. The results from Questionnaire T and interview 2 showed that teachers did not pay much attention to ESEP instruction. Due to “limited instruction time”, “words and phrases of ESEP were difficult” and “not useful”, English teachers did not choose ESEP as teaching materials. Besides, more than half the English teachers indicated that ESEP (useful sentences/expressions on the stairs) was a material for students to learn by themselves. There’s no need to spend extra time teaching ESEP. The results from Questionnaire S showed that almost half the students reported English teachers taught them ESEP. Almost 80% of the students expressed their desire for ESEP instruction. One third of the students reported teachers had exam on ESEP. The results showed that there were different perceptions among students and English teachers towards ESEP instruction. As for the instruction content of ESEP and the evaluation on ESEP, students and teachers gave the consistent answers. Useful sentences/expressions on stairs were the main content for instruction and ESEP evaluation. Oral exam was the main form of ESEP evaluation.

#### *Learning and ESEP*

In this section, we focus on the third and fourth research questions, which were about students’ reaction towards ESEP and what students learned from ESEP. Descriptive statistics and Chi-square tests were adopted to examine is there any significant difference between genders and among different graders and students with different language proficiency in their reaction towards ESEP.

Research Question 3 (part1): How do students react to ESEP?

*Students’ reactions towards ESEP.* Answers to the third research question presented the ideas about students’ reactions towards ESEP, including students’ perception about the location of ESEP, students’ reactions towards ESEP and the reasons why students pay attention to ESEP.



## 1. Students' perceptions about ESEP.

QS2 Items 1, 3, 5 investigated students' perceptions about ESEP. Table 24 points out students' perceptions about ESEP on campus. Among 568 participants, 488 (86.1%) students mentioned they noticed the existence of ESEP on campus.

Table 24 *Students' Perception of ESEP in the Public Areas on Campus*

QS2 Item1 Except the English classroom, do you notice the ESEP in the public areas on campus?	No. (%)
Yes	488 (86.1)
No	79 (13.9)
Sum	567 (100.0)
Missing Cases	11
Total	578

Students were also asked to mark out the ESEP in which location caught their attention. The distribution of eye-catching ESEP locations was presented in Table 25. As indicated in Table 25, stairs (75.6%), signs of classroom (26%) and toilet (24%) were the top three eye-catching ESEP locations. The ESEP content on campus was divided into two categories, context-related ESEP and non-context-related ESEP. The content of ESEP posters on stairs was non-context-related ESEP introducing useful sentences/expressions. The ESEP at all the other locations was content-related ESEP which described the context in English.

Table 25 *Distribution of Eye-catching ESEP Locations*

QS2 Item3 Which locations' ESEP posters would catch more attention?	Count	Pct of cases (%)	Rank
Stairs	431	75.6	1
Signs of classroom	148	26.0	2
Toilet	137	24.0	3
Bulletin board	101	17.7	4
Corner wall on stair	79	13.9	5
Washbasin	83	14.6	
Signs of office	74	13.0	

(table continues)

Table 25 (continued)

QS2 Item3 Which locations' ESEP posters would catch more attention?	Count	Pct of cases (%)	Rank
School store	59	10.4	
Hallway	55	9.6	
School gate	49	8.6	
Fire extinguishers/equipment	38	6.7	
The elevator	31	5.4	
Wheelchair Accessible/ barrier-free environment	21	3.7	
Others(Please list)	10	1.8	
Total responses	1316	230.9	
Missing case	8		

QS2 Item 5 was about students' perception of the form of ESEP. According to Table 26, most students (86.4%) noticed the existence of sentences, while 46.4% of the students also mentioned vocabulary.

Table 26 *Students' Perception about the Form of ESEP*

QS2 Item 5 What was the form of ESEP in the public areas on campus?	Count	Pct of cases (%)	Rank
Sentences	450	86.4	1
Vocabulary	242	46.4	2
Letters	103	19.8	3
Total responses	795	152.6	
Missing cases	57		
Valid cases	521		

From the above results, we learn that most students paid attention to ESEP on stairs. Students also reported that the main form of ESEP on campus was sentences. The results of Tables 25 and 26 were compatible to each other. It indicated that non-context-related ESEP caught much more students' attention than context-related ESEP did.

## 2. Students' reactions towards ESEP

QS2 Items 7, 8, 9 were about students' reactions while looking at ESEP. The

results were presented in Tables 27, 28, and 29. Table 27 states students' reactions while looking at ESEP. According to Table 27, 66.7% of the students mentioned that they would try to read ESEP out loudly; 39.9% reported that they would try to understand the sentences pattern and grammar; 20.5% would ask their classmate about ESEP.

Table 27 *Students' Reactions While Looking at ESEP*

QS2 Item7 What would you do while looking at ESEP?	Count	Pct of cases (%)	Rank
Try to read it loudly	381	66.7	1
Try to understand the sentences pattern and grammar	228	39.9	2
Ask classmates	117	20.5	3
Try to recite	92	16.1	4
Check the dictionary	66	11.6	5
Ask teachers	64	11.2	6
Others	40	7.0	
Missing cases	7		
Valid cases	571		
Total responses	988	173.0	

Table 28 displays the distribution of peer discussion about ESEP. As Table 28 indicates, only 201 (34.9%) students would discuss with their classmates about ESEP.

Table 28 *Distribution of Peer Discussion about ESEP*

QS2 Item8 Do you discuss those ESEP with your classmates?	No. (%)
Yes	201 (34.9)
No	375 (65.1)
Sum	576 (100.0)
Missing cases	2
Total	578

Table 29 illustrates what kind of discussion about ESEP students had with their classmates. Based on the findings from Table 29, the top four things students would

do together with their classmates while looking at ESEP were as follows. First, students would read together with their classmates (71.7%). Second, they would discuss the meaning of ESEP in Chinese (49.5%). Third, they would ask their classmates how to read those words or sentences (41.4%). Fourth, they would discuss how to use those ESEP words or sentences (33.8%).

Table 29 *Discussion about ESEP*

QS2 Item9 What would you do while you saw ESEP posters with your classmates?	Count	Pct of cases (%)	Rank
Read aloud together	142	71.7	1
Discuss the meaning of ESEP in Chinese	98	49.5	2
Ask my classmate to teach me how to read ESEP	82	41.4	3
Discuss how to use those ESEP	67	33.8	4
Discuss why they are posted here	40	20.2	
Others	1	.5	
Total responses	430	217.2	

Table 30 displays students' attitudes towards ESEP. Among 551 valid cases, 374 (67.9%) students claimed that they attentively read ESEP word by word. 117 (21.2%) students mentioned that they knew there were some English words. However, they only took a casual glance at those posters. About 11% students viewed those posters as a wall decoration or even ignored those words.

Table 30 *Students' Attitude towards ESEP*

Content of Items	No. (%)
Attentively read word by word	374 (67.9)
I know there are some English words. I only took a casual glance at them	117 (21.2)
ESEP are just like the ordinary wall decoration	44 (8.0)
I ignore those words	16 (2.9)
Sum	551 (100.0)
Missing cases	27
total	578

### 3. Reasons why students pay attention to ESEP.

Reasons why students pay attention to ESEP were explored through QS2 Items 4 and 6. Table 31 specifies the characteristics of ESEP which drew students' attention. The top three characteristics were as follows. First, these ESEP posters were posted on the locations where students passed regularly (68.8%). Second, those ESEP posters were put in perfect height which students could easily have eye contact with (57.7%). Third, the clear font size of ESEP made students see it effortlessly.

Table 31 *Characteristics of ESEP Posters Which Drew Students' Attention*

QS2 Item4 Which characteristic of ESEP draw your attention?	Count	Pct of cases (%)	Rank
Regularly pass those locations	392	68.8	1
Easy to see (eye contact)	329	57.7	2
Clear font size	187	32.8	3
Content	146	25.6	4
Attractive colors	79	13.9	
Illustrations	70	12.3	
Others (ESEP did not catch my attention)	12	2.1	
Total responses	1215	213.2	
Missing cases	8		

Table 32 shows reasons which made students pay attention to the existence of ESEP. 60.7% of the students reported that they accidentally saw those ESEP posters. The second reason was that they wanted to learn more about English (54.5%). The third reason was peer pressure; 11.5% of the students mentioned they paid attention to ESEP because their classmates did so, too. According to Table 32, Teachers' demand was not the critical factor which made student pay attention to ESEP.

Table 32 *Why Students Paid Attention to ESEP*

Content of Items	Count	Pct of cases (%)	Rank
Accidentally see it	347	60.7	1
I want to learn more about English	312	54.5	2
I pay attention to it because my classmates do so.	66	11.5	3

(table continues)

Table 32 (continued)

Content of Items	Count	Pct of cases (%)	Rank
Required by English teachers	12	2.1	
Required by homeroom teachers	10	1.7	
Others	10	1.7	
Total responses	757	132.3	
Missing cases	6		
Valid cases	572		

According to the data gathered from Questionnaire S, we learned that most students were aware of the existence of ESEP. However, they reacted differently to ESEP. More than half of the students reported that they read ESEP word by word attentively. One third of the students would discuss ESEP and read together with their classmates. From the investigation, we also noticed that the placement and font size of ESEP were important factors which made students pay attention to ESEP. Half of the students reported that they paid attention to ESEP because they wanted to learn English. More than half of the students held positive responses towards ESEP.

Research question 4: What do students learn from ESEP?

*What do students learn from ESEP?* In the following part, information concerning about what students learned from ESEP and what evaluation students made towards ESEP were collected from QS2 Items 11 to 16.

As indicated in Table 33, vocabulary and sentences were the top two categories students reported what they have learned from ESEP.

Table 33 *Distribution of What Students Learn from the ESEP*

QS2 Item11 What did you learn from the ESEP?	Count	Pct of Cases (%)	Rank
Sentences	388	68.2	1
Vocabulary	343	60.3	2
Phonics	212	37.3	3

(table continues)

Table 33 (continued)

QS2 Item11 What did you learn from the ESEP?	Count	Pct of Cases (%)	Rank
Grammar	120	21.1	
Phrases	76	13.4	
Learn nothing at all	59	10.4	
Proverb	36	6.3	
Others	2	.4	
Total responses	1236	217.2	
Valid cases	569		
Missing cases	9		

Table 34 displays the distribution of what content of ESEP students can read correctly. Based on Table 34, 327 (57.2%) students reported that they could read and recognize useful sentences/expressions on stairs correctly. There were also about 22% to 25% of the students reported that they could read signs of classroom, school title and facilities on campus. However, 381 (66.6%) students reported that they would try to read ESEP, but they were not sure whether they had read them correctly.

Table 34 *Distribution of Which ESEP Students Can Recognize and Read Correctly*

QS2 Item12 Which ESEP can you recognize and read out correctly?	Count	Pct of cases (%)	Rank
I would try to read, but I was not sure what was right or wrong	381	66.6	1
Useful sentences/expressions on stairs	327	57.2	2
School title	146	25.5	3
Signs of facilities on campus	135	23.6	4
Signs of classrooms	128	22.4	5
English titles for the administrative staff and teachers	80	14.0	
I can't read and recognize those ESEP at all.	57	10.0	
Signs of administrative offices	46	8.0	
Total responses	1300	227.3	
Valid cases	572		
Missing cases	6		



Table 35 illustrates why students had impression on ESEP. As Table 35 points out, the top three reasons why students had impression on ESEP were as follows. First, 321 (57.4%) students reported that they paid attention to ESEP and spent time reviewing the content. Second, 144 (25.8%) students mentioned discussing with their classmates made them more familiar with ESEP. Third, 122 (21.8%) students reported that consulting teachers and classmates about those unfamiliar ESEP made them have impression on it.

Table 35 *Reasons Why Students Had Impression on ESEP*

QS2 Item13 Why you had impression on those ESEP?	Count	Pct of cases (%)	Rank
I pay attention to them and spend time reviewing	321	57.4	1
Discuss with classmates	144	25.8	2
I always consult teachers and classmates while I saw words or sentences I did not know	122	21.8	3
There would be an exam about ESEP	117	20.9	4
Consult the dictionary	77	13.8	
Teachers would teach ESEP and remind us to review	73	13.1	
Total responses	854	152.8	
Valid cases	559		
Missing cases	19		

Table 36 states students' viewpoints about the effectiveness of ESEP in learning English. According to Table 36, 215 (38.5%) students agreed ESEP was very helpful in learning English; 278 (49.7%) students reported that ESEP was a little helpful in learning English; 66 (11.8%) students denied the effectiveness of ESEP in learning English.

Table 36 *Students' Ideas about the Effectiveness of ESEP in Learning English*

QS2 Item14 Do you think the ESEP is helpful in learning English?	No. (%)
Yes, very helpful	215 (38.5)
Yes, a little helpful	278 (49.7)

(table continues)

Table 36 (continued)

QS2 Item14 Do you think the ESEP is helpful in learning English?	No. (%)
No, not helpful	66 (11.8)
sum	559 (100.0)
Missing cases	19
total	578

Table 37 illustrates why those students reported ESEP was helpful in learning English. According to Table 37, 346 (70.0%) students mentioned that ESEP was helpful in learning English because they often walked by ESEP and it was easy to see these posters on campus. Besides, 274 (55.5%) students reported the convenience of viewing the ESEP on campus helped them to learn and review words. Moreover, 233 (47.2%) students indicated that with the Chinese translation, they could easily pick up those words or phrases.

Table 37 *Students' Opinions about Why ESEP is Helpful in Learning English*

QS2 Item15 Why you claimed that ESEP is helpful in learning English?	Count	Pct of cases (%)	Rank
I often walked by those words and it is easy to see them.	346	70.0	1
It's very convenient because while I move around on campus, I could see ESEP everywhere.	274	55.5	2
We can easily memorize it with the translation of Chinese	233	47.2	3
ESEP is useful. We could use those ESEP in daily life	194	39.3	
Others	1	0.2	
Total responses	1048	212.1	
Valid cases	493		

What was mentioned above were descriptive data gathered from Questionnaire S. How did students reacted to ESEP and what they learned from ESEP had been clearly delineated. In the following section, a chi-square test was computed to analyze data

gathered from Questionnaire S to answer research question 3 (part 2): Is there any difference between the students in their reactions towards ESEP in terms of their genders, grades and language proficiency?

*Learning and ESEP (results from chi-square tests).* In this section, chi-square test was computed to examine whether there is a significant difference between genders, among graders and students with different English semester scores in students' response and reaction towards ESEP focusing on the following aspects,

1. Students' perception of ESEP on campus (QS2 Item 1)
2. Peer discussion about ESEP (QS2 Item 8)
3. Students' learning attitude towards ESEP (QS2 Item 10)
4. Students' thought about the effectiveness of ESEP in learning English? (QS2 Item 14)
5. The necessity of using ESEP as a teaching material (QS2 Item 25)

As mentioned in the chapter three, under the section of data analysis for Questionnaire information part, a chi-square test was computed first. If the  $\chi^2$  value reached significant difference, then in order to discriminate which groups were major contributors to the significant difference, the formula of adjusted standardized residual (AdjR) was computed to exam each cells. When an adjusted standardized residual (AdjR) was greater than 1.96 (in absolute value), it was concluded that the group was a major contributor to the  $\chi^2$  value. If the adjusted standardized residual (AdjR) was not greater than 1.96 (in absolute value), it showed that this group failed to reach significant difference. The statistical data were shown as follows.

### **1. Students' perception of ESEP on campus**

A chi-square test was computed to exam whether there was a significant difference about students' perception of ESEP on campus between different genders,

graders, and English semester scores. The statistical data ( $\chi^2=0.125$ ,  $df=1, p=0.724 > 0.05$ ) shows that there was no significant difference between genders in students' perception of ESEP on campus. However, based on the computed  $\chi^2$  value for data in first part of Table 38 ( $\chi^2=28.944$ ,  $P=.000$ ,  $df=3$ ), there was a significant difference among different graders in students' perception of the existence of ESEP on campus. As indicated in Table 38, the adjusted standardized residuals for fourth graders ( $AdjR=-4.8$ ) and fifth graders ( $AdjR=3.8$ ) were found greater than 1.96 (in absolute value). Therefore, it was concluded that the fourth graders and the fifth graders were major contributors to cause the significant  $\chi^2$  value, while third and sixth graders showed no significant differences. The fifth graders ( $AdjR=3.8$ ) had a higher percentage on noticing the ESEP posters than the fourth graders ( $AdjR=-4.8$ ) did.

In the second part of Table 38, statistical data was concerning chi-square result of students with different English semester scores towards their perception of ESEP on campus. Since the number of each cell should not be below 5, the researcher combined two thematic groups, "60-70" and "below 60" as one, "below 70". As Table 38 indicates, the statistical data ( $\chi^2=10.211$ ,  $P=.017$ ,  $df=3$ ) shows that there was a significant difference among students' English semester scores in their notice of the existence of ESEP posters on campus.

The adjusted standardized residuals for students' English semester scores between "90-100" ( $AdjR=2.3$ ) and "70-80" ( $AdjR=-2.8$ ) were found greater than 1.96 (in absolute value). It was concluded that students got English semester scores between "90-100" ( $AdjR=2.3$ ) and "70-80" ( $AdjR=-2.8$ ) were major contributors to cause the significant  $\chi^2$  value. Students with higher performance in English (English semester scores in "90~100") had a higher percentage on noticing the existence of ESEP than the students who scored "70-80" did.

Students scored “80-90” and students who scored “below 70” showed no significant difference in the perception of ESEP.

Table 38 *Chi-square and Adjusted Standardized Residuals of Students’ Perception of ESEP on Campus \* Grade and English Semester Scores*

<b>Students’ perception of ESEP on campus</b>					
	Yes		No		
	No. (%)	AdjR	No. (%)	AdjR	$\chi^2$ (df)
<b>Graders (n=567, missing case=11)</b>					
Third graders	112 (85.5)	-.2	19 (14.5)	.2	
<b>Fourth graders</b>	96 (73.3)	<b>-4.8</b>	35 (26.7)	4.8	28.944*** (df=3)
<b>Fifth graders</b>	150 (94.9)	<b>3.8</b>	8 (5.1)	-3.8	
Sixth graders	130 (88.4)	1.0	17 (11.6)	-1.0	
Total	488 (86.1)		79 (13.9)		
<b>English semester scores (n=557, missing case=21)</b>					
<b>90~100</b>	293 (88.8)	<b>2.3</b>	37 (11.2)	-2.3	
80~90	88 (83.0)	-1.0	18 (17.0)	1.0	10.211* (df=3)
<b>70~80</b>	42 (73.7)	<b>-2.8</b>	15 (26.3)	2.8	
Below 70	56 (87.5)	.4	8 (12.5)	-.4	
Total	479 (86.0)		78 (14.0)		

\* $p < .05$ , \*\*\* $p < .001$

From the above information, we learn that there was no significant difference between genders on students’ perception of ESEP, while there were significant differences among different graders and among different English semester scores groups. The statistical data shows that there was a higher percentage of the fifth graders than that of fourth graders on noticing the existence of ESEP. Students who scored “90-100” in English semester scores paid more attention to ESEP than students whose English semester scores were between “70-80” did.

## 2. Peer discussion about ESEP

QS2 Item 8 was about students’ response whether they would discuss content of ESEP with peers or not. Chi-square test was computed to analyze the significant

difference among different genders, students' English semester scores and graders. The statistical data shows that there was no significant difference between genders ( $\chi^2=2.008$ ,  $P=.156$ ,  $df=1$ ) and among students' English semester scores ( $\chi^2=7.647$ ,  $P=.105$ ,  $df=4$ ) in occurrence of peer discussion about ESEP.

Table 39 displays the results of chi-square test on different graders and their response of peer discussion of ESEP. As shown in Table 38 ( $\chi^2=12.967$ ,  $p=.005$ ,  $df=3$ ), there was a significant difference among different graders on the occurrence of peer discussion about ESEP.

As shown in Table 39, the adjusted standardized residuals for third graders ( $AdjR=-2.4$ ) and fourth graders ( $AdjR=3.1$ ) were found greater than 1.96 (in absolute value). The significant data shows that the fourth graders' and the third graders' responses contributed to the significant  $\chi^2$  value. The percentage on the occurrence of peer discussion about ESEP of the fourth graders ( $AdjR=3.1$ ) was higher than that of third graders ( $AdjR=-2.4$ ).

Table 39 *Chi-square and Adjusted Standardized Residuals of Peer Discussion about ESEP \* Grades*

Peer discussion about ESEP					
	Yes		No		$\chi^2$ (df)
	No. (%)	AdjR	No. (%)	AdjR	
<b>Graders (n=576, missing case=2)</b>					
<b>Third graders</b>	34 (26.0)	<b>-2.4</b>	97 (74.0)	2.4	12.967** (df=3)
<b>Fourth graders</b>	62 (45.9)	<b>3.1</b>	73 (54.1)	-3.1	
Fifth graders	57 (36.5)	.5	99 (63.5)	-.5	
Sixth graders	48 (31.2)	-1.1	106 (68.8)	1.1	
Total	201 (34.9)		375 (65.1)		

\*\* $p < .01$

As for peer discussion about ESEP, the significant difference only existed among different graders. The fourth graders had more peer discussion about ESEP than that

of the third graders. Fifth graders and sixth graders showed no significant differences in their responses towards peer discussion about ESEP.

### 3. Students' learning attitude toward ESEP

Chi-square test was run to analyze if there were significant differences between different genders, among different graders, and among students' English semester scores on students' learning attitude towards ESEP. According to the chi-square value ( $\chi^2=4.676$ ,  $p=.197$ ,  $df=3$ ), there was no significant difference in pupils' learning attitude toward ESEP between genders.

Table 40 illustrates chi-square test results of students' learning attitude towards ESEP among different graders and their English semester scores. According to Table 40, the statistical data shows there were significant differences in both two variables (grade:  $\chi^2=13.804$ ,  $p=.032$ ,  $df=6$ ; scores:  $\chi^2=49.109$ ,  $p=.000$ ,  $df=6$ ). The statistical data indicates that different graders had different learning attitudes towards ESEP. Students with different English semester scores also had different learning attitudes towards ESEP.

The adjusted standardized residuals in Table 40 indicate the significant difference lies between the fourth and the sixth graders on their learning attitude towards ESEP. On the first item "Attentively read word by word", the fourth graders ( $AdjR=2.9$ ) had a higher percentage choosing this item than the sixth graders ( $AdjR=-2.2$ ). On the second item, "Just took a casual glance at ESEP", the sixth graders ( $AdjR=2.3$ ) had a higher percentage than the fourth graders ( $AdjR=-3.3$ ). On the third item, "ESEP are just like wall decoration. I ignore those words.", there was no significant difference among different graders. From the above results, we learn that the fourth graders showed a more positive learning attitude toward ESEP than the sixth graders did. For some sixth graders they might have learned the content of ESEP.



Therefore, they would just take a casual glance at ESEP.

Table 40 *Chi-square and Adjusted Standardized Residuals of Students' Learning Attitude towards ESEP \*Grade and Students' English Semester Scores*

Learning Attitudes toward ESEP							
	Attentively read word by word		Just took a casual glance at them.		ESEP are just like wall decoration. I ignore those words		
	No. (%)	AdjR	No. (%)	AdjR	No. (%)	AdjR	$\chi^2(df)$
<b>Graders (n=551, missing case=27)</b>							
Third graders	87 (68.5)	.2	26 (20.5)	-.2	14 (11.0)	.1	
<b>Fourth graders</b>	101 (78.3)	<b>2.9</b>	14 (10.9)	<b>-3.3</b>	14 (10.9)	.0	
Fifth graders	100 (65.4)	-.8	37 (24.2)	1.0	16 (10.5)	-.2	13.804* (df=6)
<b>Sixth graders</b>	86 (60.6)	<b>-2.2</b>	40 (28.2)	<b>2.3</b>	16 (11.3)	.2	
total	374 (67.9)		117 (21.2)		60 (10.9)		
<b>English semester scores (n=542,missing case=36)</b>							
<b>90~100</b>	252 (78.8)	<b>6.5</b>	41 (12.8)	<b>-5.6</b>	27 (8.4)	<b>-2.3</b>	
<b>80~90</b>	60 (57.1)	<b>-2.6</b>	33 (31.4)	<b>2.9</b>	12 (11.4)	.1	49.109*** (df=6)
<b>70~80</b>	28 (51.9)	<b>-2.7</b>	19 (35.2)	<b>2.7</b>	7 (13.0)	.5	
<b>Below 70</b>	28 (44.4)	<b>-4.2</b>	21 (33.3)	<b>2.5</b>	14 (22.2)	<b>3.0</b>	
Total	368 (67.9)		114 (21.0)		60 (11.1)		

\*p< .05, \*\*\*p< .001

As shown in part two of Table 40, except for the adjusted standardized residuals of students who scored “80-90” (AdjR=0.1) and “70-80” (AdjR=0.5) on the third item, “ESEP are just like wall decoration. I ignore those words.” were not greater than 1.96 (in absolute value), all the other adjusted standardized residuals were found greater than 1.96 (in absolute value).

The statistical data indicates that students scored “90-100” (AdjR=6.5) had more positive attitudes toward ESEP than others. Students whose scores were “below 70” (AdjR=3.0) tended to take ESEP as an ordinary wall decoration and even ignore its

existence. As for those who scored “80-90” (AdjR=2.9) and “70-80” (AdjR=2.7), they tended to take a casual glance at ESEP. The results showed that students with higher proficiency level tend to have higher motivation towards learning, while students with lower proficiency level have little motivation towards learning.

The significant difference of students’ learning attitudes towards ESEP is mainly related to different graders and English semester scores. The fourth graders had a more positive attitude towards ESEP than those of other graders. Students who were at high proficiency level had more positive learning attitudes towards ESEP while students at low proficiency level tended to ignore ESEP.

#### **4. Students’ thoughts about the effectiveness of ESEP in learning English**

To further examine whether there were significant differences in students’ thoughts about the effectiveness of ESEP in learning English between different gender, graders, and students’ English semester scores, chi-square test was computed. The statistical data indicates there was no significant difference between genders in their thoughts about the effectiveness of ESEP in learning English ( $\chi^2=5.266$ ,  $p=.072$ ,  $df=2$ ). The results for different graders and different English semester scores were exhibited in Table 39. As shown in Table 39, there were significant differences between different graders ( $\chi^2=41.967$ ,  $p=.000$ ,  $df=6$ ) and between students’ English semester scores ( $\chi^2=18.331$ ,  $p=.005$ ,  $df=6$ ).

As shown in Table 41, the adjusted standardized residuals of fourth graders (AdjR=2.3), sixth graders (AdjR=-2.6) on first item, “Very helpful”; the adjusted standardized residuals of third graders (AdjR=-2.6), sixth graders (AdjR=3.6) on second item, “A little helpful”; the adjusted standardized residuals of third graders (AdjR=5.5) and fifth graders (AdjR=-2.0) on third item, “Not helpful”, were greater than 1.96 (in absolute value). From the statistical data, we learn that the fourth

graders ( $\text{AdjR}=2.3$ ) had a higher percentage considering “ESEP is very helpful” than the sixth graders ( $\text{AdjR}=-2.6$ ). When mentioned of “ESEP is a little helpful in learning English”, the sixth graders ( $\text{AdjR}=3.6$ ) had a higher percentage agreeing with this item than the third graders ( $\text{AdjR}=-2.6$ ) did. The third graders ( $\text{AdjR}=5.5$ ) had a higher percentage considering “ESEP is not helpful in learning English” than the fifth graders ( $\text{AdjR}=-2.0$ ) did.

Since on the first item, “Very helpful”, the adjusted standardized residuals of students who scored “90-100” ( $\text{AdjR}=3.0$ ), and “below 70” ( $\text{AdjR}=-2.4$ ), and on third item, “Not helpful”, the adjusted standardized residuals of students who scored “90-100” ( $\text{AdjR}=-2.4$ ) and “below 70” ( $\text{AdjR}=3.3$ ), were greater than 1.96 (in absolute value), we learn that students who scored “90-100” and “below 70” were the major contributors to the significant difference. Students who scored “90-100” ( $\text{AdjR}=3.0$ ) had a higher percentage considering ESEP to be very helpful in learning English than that of students who scored “below 70” ( $\text{AdjR}=-2.4$ ). Students who scored “below 70” ( $\text{AdjR}=3.3$ ) had a higher percentage denying the effectiveness of ESEP in learning English than those who scored “90-100” ( $\text{AdjR}=-2.4$ ) did.

There was a significant difference between different graders. The fourth, sixth, and third graders were the main contributors. There was a higher percentage of the fourth graders and the sixth graders thought ESEP was helpful in learning English than those of other graders. Among those who thought ESEP was not helpful in learning English, the third graders were the major group to give this response. Students with different English semester scores also had different thought of the effectiveness of ESEP. Students with English semester scores in “90-100” tended to have a more positive attitude towards the effectiveness of ESEP in learning English while students with English semester scores in “below 70” tended to deny the

effectiveness of ESEP in leaning English.

Table 41 *Chi-square and Adjusted Standardized Residuals of Students' Thoughts about the Effectiveness of ESEP in Learning English \* Grade and Students' English Semester Scores*

Students' thoughts about the effectiveness of ESEP in learning English							
	Very helpful		A little helpful		Not helpful		$\chi^2$ (df)
	No. (%)	AdjR	No. (%)	AdjR	No. (%)	AdjR	
<b>Graders (n=559 , missing case=19 )</b>							
<b>Third graders</b>	45 (34.9)	-1.0	51 (39.5)	<b>-2.6</b>	33 (25.6)	<b>5.5</b>	41.967*** (df=6)
<b>Fourth graders</b>	61 (47.3)	<b>2.3</b>	58 (45.0)	-1.2	10 (7.8)	-1.6	
<b>Fifth graders</b>	65 (42.8)	1.3	76 (50.0)	.1	11 (7.2)	<b>-2.0</b>	
<b>Sixth graders</b>	44 (29.5)	<b>-2.6</b>	93 (62.4)	<b>3.6</b>	12 (8.1)	-1.7	
<b>Total</b>	215 (38.5)		278 (49.7)		66 (11.8)		
<b>English semester scores (n=549 ,missing case=29 )</b>							
<b>90~100</b>	140 (43.1)	<b>3.0</b>	156 (48.0)	1.4	29 (8.9)	<b>-2.4</b>	18.331** (df=6)
80~90	35 (33.3)	-1.1	58 (55.2)	1.1	12 (11.4)	-1	
70~80	18 (31.6)	-1.0	31 (54.4)	.6	8 (14.0)	.6	
<b>Below 70</b>	15 (24.2)	<b>-2.4</b>	32 (51.6)	.2	15 (24.2)	<b>3.3</b>	
<b>Total</b>	208 (37.9)		277 (50.5)		64 (11.7)		

\*\*p< .01, \*\*\*p< .001

### 5. The necessity of using ESEP as a teaching material

There was no significant difference between genders in their response toward students' response about the necessity of using ESEP as a teaching material ( $\chi^2=3.570$ ,  $p=.059$ ,  $df=1$ ). According to the computed  $\chi^2$  value for data in Table 42, students in different grade ( $\chi^2=11.687$ ,  $p=.009$ ,  $df=3$ ) and English semester scores ( $\chi^2=9.828$ ,  $p=.020$ ,  $df=3$ ) revealed a significant different response towards the necessity of using ESEP as a teaching material.

In the first part of Table 42, the adjusted standardized residual of sixth graders

(AdjR=-3.1) was found greater than 1.96(in absolute value). This revealed that the sixth graders had a lower percentage considering using ESEP as a teaching material. According to Table 42, the adjusted standardized residuals of fourth graders (AdjR=1.7) and fifth graders (AdjR=1.8) were close to 1.96, we learn that the fourth and fifth graders had a higher percentage considering using ESEP as a teaching material.

The adjusted standardized residuals of students who scored “90-100” (AdjR=2.8), and those who scored “below 70” (AdjR=-2.0), were found greater than 1.96 (in absolute value) in Table 42. The results indicate that students who scored “90-100” (AdjR=2.8) had a higher percentage considering ESEP as a teaching material than those who scored “below 70” (AdjR=-2.0) did.

The fourth and fifth graders and students with English semester scores between “90-100” had a higher percentage considering ESEP as the teaching material. However, the sixth graders and students with English semester scores “below 70” had a higher percentage denying ESEP as a teaching material.

Table 42 *Chi-square and Adjusted Standardized Residuals of Students’ Response about the Necessity of Using ESEP as a Teaching material \* Grade and Students’ Semester Scores*

Students’ response about the necessity of using ESEP as a teaching material					
	Yes		No		$\chi^2(df)$
	No. (%)	AdjR	No. (%)	AdjR	
<b>Graders (n=571, missing case=7 )</b>					
Third graders	92 (72.4)	-.3	35 (27.6)	.3	
<b>Fourth graders</b>	107 (79.3)	<b>1.7</b>	28 (20.7)	-1.7	
<b>Fifth graders</b>	123 (78.8)	<b>1.8</b>	33 (21.2)	-1.8	11.687** (df=3)
<b>Sixth graders</b>	98 (64.1)	<b>-3.1</b>	55 (35.9)	3.1	
Total	420 (73.6)		151 (26.4)		

(table continues)

Table 42 (continued)

Students' response about the necessity of using ESEP as a teaching material					
	Yes		No		$\chi^2(df)$
	No. (%)	AdjR	No. (%)	AdjR	
<b>English semester scores (n=561 ,missing case=17)</b>					
<b>90~100</b>	259 (78.0)	<b>2.8</b>	73 (22.0)	-2.8	9.828* (df=3)
80~90	75 (71.4)	-6	30 (28.6)	.6	
70~80	37 (63.8)	-1.8	21 (36.2)	1.8	
<b>Below 70</b>	42 (63.6)	<b>-2.0</b>	24 (36.4)	2.0	
Total	413 (73.6)		148 (26.4)		

\*p< .05, \*\*p< .01

From the above chi-square test results, we learned that there were significant differences between different graders and their English semester scores in students' responses and reactions towards ESEP. When related to different graders, the adjusted standardized residuals show that the fourth graders had a more positive learning attitude towards ESEP than those of other graders. They had much more peer discussion of ESEP, and had a higher percentage agreeing that ESEP is very helpful in learning English. The third graders had a higher percentage denying the effectiveness of ESEP. The fourth and fifth graders tended to consider using ESEP as a teaching material while the sixth graders had a tendency to disagree with this.

As for students' English semester scores, the data shows that students scored "90-100" tended to have a positive learning attitude towards ESEP. They got a higher percentage noticing the existence of ESEP, considering using ESEP as a teaching material, reporting ESEP was very helpful in learning English. However, students with English semester scores in the group of "below 70" tended to deny the effectiveness of ESEP and seldom paid attention to it.

#### *Teachers' and Students' Suggestions for Future ESEP Development*

In the following part, suggestions from teachers and students for future ESEP

development were described. Information was gathered from Questionnaire T, part2 Items 26, 27, 28, 29, and 30, Questionnaire S, part2 Items 26, 27, 28, 29, and 30, and Interview 1.

*Designers of ESEP.* English teachers' and students' viewpoints about who should be the designers of ESEP were illustrated as follows.

Table 43 displays English teachers' opinions about who should participate in designing of ESEP. Five (100%) English teachers agreed that English teachers and students should be designers of ESEP. Among those five English teachers, four (80%) agreed that administrative staff and homeroom teachers should participate in the design of ESEP. Only two (40%) agreed that parents should involve in the design of ESEP.

Table 43 *English Teachers' Viewpoints about Who Should be Designers of ESEP*

QT2 Item29 Who should participate in the design of ESEP?	Yes	No
English teachers	5 (100%)	0
Students	5 (100%)	0
Administrative staff	4 (80%)	1 (20%)
Homeroom teachers	4 (80%)	1 (20%)
Parents	2 (40%)	3 (60%)

Table 44 presents students' opinions about who should join the design of ESEP. As shown in Table 44, English teachers were the priority candidates (75.8%). Moreover, 273 (49.6%) students expressed they were willing to participate in designing ESEP. 215 (39.1%) students also suggested that homeroom teachers should participate in the design of ESEP.

Table 44 *Students' Opinions about Who Should be Designers of ESEP*

QS2 Item30 Who should join in the design of ESEP?	Count	Pct of Cases %	Rank
English teachers	417	75.8	1

(table continues)



Table 44 (continued)

	Count	Pct of Cases %	Rank
Students	273	49.6	2
Homeroom teachers	215	39.1	3
Administrative staff	83	15.1	
Parents	69	12.5	
Total responses	1057	192.2	
Missing cases	28		
Valid cases	550		

*The content of ESEP.* Table 45 states English teachers' suggestions for the content of ESEP. According to Table 45, riddles and idiomatic phrases were suggested by most English teachers (60%). Next to them were comics and vocabulary picture cards (40%).

Table 45 *English Teachers' Suggestion for the Content of ESEP*

QT2 Item27 What kind of content would you like to add in ESEP?	Yes	No
Riddles	3 (60%)	2 (40%)
Idiomatic phrases	3 (60%)	2 (40%)
Comics	2 (40%)	3 (60%)
Vocabulary picture cards	2 (40%)	3 (60%)
Sentences in textbook	1(20%)	4 (80%)
Daily useful sentences	0	5 (100%)
Others (proverbs)	1(20%)	4 (80%)

Table 46 presents students' attitudes towards adding more ESEP on campus. Based on Table 46, 445 (78.2%) students wanted school to post more ESEP on campus. 124 (21.8%) students gave a negative answer.

Table 46 *Students' Attitudes towards Adding More ESEP on Campus*

QS2 Item26 Do you want school to add more ESEP posters on campus?	No. ( %)
Yes	445 (78.2)
No	124 (21.8)

(table continues)

Table 46 (continued)

	No. ( %)
Sum	569 (100.0)
Missing cases	9
Total	578

Table 47 describes students' suggestions for the content of ESEP. According to Table 47, daily useful sentences (51.4%), vocabulary picture cards (47.7%), and comics (42.8%) are the top three popular categories.

Table 47 *Students' Suggestions for the Content of ESEP*

QS2 Item29 What kind of content would you like school to put into ESEP posters to help you learn English?	Count	Pct of Cases (%)	Rank
Daily useful sentences	294	51.4	1
Vocabulary picture cards	273	47.7	2
Comics	245	42.8	3
Riddles	183	32.0	
Idiomatic phrases	191	33.4	
Sentences in textbook	229	40.0	
Others	9	1.6	
Total responses	1424	249.0	
Missing cases	6		
Valid cases	572		

From the above results, it was clear that English teachers and students had slightly different opinions towards the content of ESEP. Students did not have high enthusiasm on riddles and idiomatic phrases. They preferred to include daily useful sentences, vocabulary picture cards, and comics into ESEP.

*The format of ESEP.* According to Table 48, four (80%) English teachers suggested that there should be “more illustrations” and “clear font size” on ESEP posters and three (60%) English teachers suggested “more content of ESEP” and “attractive color”.

Table 48 *English Teachers' Suggestions for the Format of ESEP Posters*

QT2 Item26 Do you have any suggestion for ESEP?	Yes	No
More illustrations	4 (80%)	1 (20%)
Clear font size	4 (80%)	1 (20%)
Attractive color	3 (60%)	2 (40%)
Add more content	3 (60%)	2 (40%)

Table 49 presents students' suggestions for the format of ESEP posters. Based on Table 49, the top four items students suggested were "add more content", "more illustrations", "clear font size", and "attractive color". 27 (4.7%) students chose "others" but they did not provide any explanation.

Table 49 *Students' Suggestions for the format of ESEP Posters*

Items	Count	Pct of Cases (%)
Add more content	336	58.7
More illustration	300	52.4
Clear font size	248	43.4
Attractive color	237	41.4
others	27	4.7
Total responses	1148	200.7
Missing cases	6	
Valid cases	572	

*Maintenance of ESEP posters.* Since the context-related ESEP, signs for classrooms and offices, were acrylic sheets and the language content need not to be changed, the maintenance was about the non-context-related ESEP posters. Two (40%) English teachers suggested that non-context-related ESEP posters should be changed once every semester, while three (60%) English teachers suggested the posters should be replaced once every two semesters.

Students also expressed their thoughts about how often non-context-related ESEP posters should be replaced. Table 50 shows students' suggestions for the

maintenance of non-context-related ESEP posters. 256 (44.6%) students thought it would be perfect to replace non-context-related ESEP posters once every semester, while 178 (31.0%) students revealed their preference of replacing them twice every semester. There were 113 (19.7%) students reported it would be better to change non-context-related ESEP posters once every two semesters. 27 students had no comment.

Table50 *Students' Suggestions for the Maintenance of ESEP Posters*

QS2 Item27 How regular do you think school should change non-context-related ESEP posters (useful sentences/expressions on stairs)?	No. (%)
Twice every semester	178 (31.0)
Once every semester	256 (44.6)
Once every two semesters	113 (19.7)
Others(no comment)	27 (4.7)
Sum	574 (100.0)
Missing cases	4
Total	578

The posting of ESEP started from 2001, though it went through four periods, the forms and content of ESEP (development of context-related ESEP, development of non-context-related ESEP, repairing ESEP posters, and reflection of non-context-related ESEP) were kept the same. Eb gave suggestions about non-context-related ESEP posters. Eb said,

Though we use different kinds of papers to repair non-context-related ESEP posters, *the language content did not change at all. However, it was designed almost 6 years ago. Some vocabulary, expressions might not be suitable for pupils. The English textbooks had gone through a big change during these six years.* The content of those useful sentences/expressions should be changed. This should be taken into consideration if Academic Affairs Division wants to renew non-context-related ESEP posters.

From the above information, English teachers' and students' suggestions for

future ESEP development were different in two items. First, on the “content of ESEP, students reported that they wanted more daily useful sentences but all five English teachers ignore this item. Second, while talking about the “maintenance of ESEP posters”, most students (75%) suggested that ESEP posters should be replaced once or twice every semester. But more than half of the English teachers suggested that ESEP posters should be replaced twice every two semesters. As for “the designers of ESEP” and “the format of ESEP” English teachers and students shared the same opinion. They all suggested that English teachers and students should participate in designing ESEP and more content and illustrations should be included into ESEP.

### *Summary*

Based on the results of the questionnaires, and interviews, the answers to the research questions were summarized as follows:

#### 1. Who designed ESEP and what is the rationale behind the design?

Directors of Academic Affairs Division were the directors of ESEP development. As for the five English teachers, they only provided needed language contents. In a word, English teachers were not the predominant characters in designing ESEP. Three main reasons, new English curriculum released in 2001, government’ policy to set up a bilingual environment, and school evaluation by Education Bureau of Taipei County, contributed to the development of ESEP. There were two categories of ESEP, context-related ESEP and non-context-related ESEP.

#### 2. How do teachers make use of ESEP?

The results from Questionnaire T showed that English teachers did not pay much attention to ESEP instruction. Only two (40%) English teachers adopted ESEP as a teaching and evaluation material. Useful sentences/expressions on stairs were the main content for instruction and ESEP evaluation, and oral exam was the main form.

Due to “limited instruction time”, “words and phrases of ESEP were difficult” and “not useful”, English teachers did not choose to use ESEP as teaching materials.

Besides, more than half the English teachers indicated that ESEP was the material for students to learn by themselves.

3. How do students react to ESEP? Is there any difference between the students in terms of their genders, grades and language proficiency?

The statistical data show that most students have noticed the existence of ESEP. However, students had different responses and reactions towards ESEP and learning. The major significant difference lies among different graders and students with different English semester scores. The fourth graders tended to have peer discussion about ESEP and have more positive learning attitudes towards ESEP, while the third graders tended to deny the effectiveness of ESEP towards learning English. The sixth graders had a higher percentage opposing to use ESEP as a teaching material. The fourth and fifth graders inclined to use ESEP as a teaching material. As for the reactions of students with different English semester scores, students who scored high paid more attention towards ESEP than those who scored low. Students scored between “90-100” had a more positive learning attitude towards ESEP and tended to agree that ESEP is very helpful in learning English. However, students who scored “below 70” tended to have a negative attitude towards ESEP. They inclined to ignore the existence of ESEP, denying the effectiveness of ESEP in learning English and objecting to use ESEP as a teaching material.

4. What do students learn from ESEP?

More than half of the students reported that they would try to read ESEP but they were not sure whether they had read them correctly. There were still half of the students reported that they could read useful sentences/expressions and vocabulary

correctly, especially focusing on the non-context-related ESEP. Students also reported that they can read ESEP correctly because they paid attention to ESEP and spent time reviewing.

In the final part, suggestions to ESEP from English teachers and students were revealed. Both parties suggested that students should participate in designing ESEP. Besides, more content should be included into ESEP. For example, comics, vocabulary picture cards, and idiomatic phrases. More illustrations and clear font size were also suggested. Maintenance of ESEP was also mentioned. Half of the students would prefer to have non-context-related ESEP replaced once every semester, while one third of them preferred twice every semester. Students showed their desire to learn more from ESEP.

