CHAPTER 5

DISCUSSION AND CONCLUSION

The results presented in the previous chapter give a portrayal of how the ESEP is developed, how English teachers and students make use of ESEP and their suggestions for future ESEP design. At the beginning of this chapter, the research questions that were answered in the previous chapter were discussed. The discussion was done based on the existing literature and the results of this study. From section two to section four, limitations, implications of the study and suggestions for future research are proposed respectively. Finally, a conclusion follows.

Discussion of the Findings

The discussion focuses on the major findings: ideas about the design of ESEP, teaching and ESEP, learning and ESEP, and teachers' and students' suggestions for future ESEP development.

Ideas about the design of ESEP. As indicated in chapter four, three main reasons contributed to the design of ESEP. They are "the release of new English curriculum in 2001", "to create an English-friendly living environment demanded by MOE", "the school evaluation (校務評鑑)by Education Bureau of Taipei County". Clearly, government's policy had great influence on the development of ESEP in the school under study. It was obvious that at school, the authorities direct and influence all school affairs. Schools need to follow Education Bureau's policy and gained both administrative and financial supports.

Like most school affairs, the design of ESEP was also decided by the administrative staff. Though five English teachers and four administrative staff were all involved in the design of ESEP, Directors of Academic Affair Division made the main direction and plan for ESEP development. Five English teachers did not have

the authority to decide what and where to decorate ESEP in the public areas on campus. They were only responsible for providing needed language contents. This had limited English teachers' ideas about the design of ESEP and also influenced their decisions on instruction of ESEP.

There were two kinds of ESEP on campus in the school under study, context-related ESEP and non-context-related ESEP. The context-related ESEP was built mostly by following the policy to create an English-friendly environment. English teachers mentioned they adopted the sample translation of all facilities developed by MOE. The Educational Bureau did not focus on the effectiveness of context-related ESEP in learning English. As for the non-context-related ESEP, Sb, Director of Academic Affairs Division, proposed to include useful sentences/expressions as the main content to provide students an English learning environment, and the five English teachers all agreed. The teachers' opinions actually echo Curtain and Pesola's (1994) idea that teachers should provide beginners with certain basic expressions which will enable them to use target language to meet their basic need in class or during the school day. If teachers intend to maintain a target-language environment, they would have to give essential classroom language to pupils. Therefore, non-context-related ESEP did play an important role in facilitating target-language learning. The five English teachers were asked to choose useful sentences/expressions for different graders. Students' language proficiency, the practicality of words, essential classroom language and sentences from textbooks were major criteria English teachers followed when designing non-context-related ESEP.

As indicated in chapter four, in the beginning of elementary school English teaching, the Educational Bureau encouraged elementary schools to create an English

learning environment on campus. However, there was no financial support from the Educational Bureau. When there was money for ESEP development, the bureau assigned the fund should be used on context-related ESEP, which most teachers did not think the language content was suitable and useful for students, such context-related ESEP signs include offices and barrier-free environment, and English titles for administrative staff. Comparing to context-related ESEP, English teachers and administrative staff all considered non-context-related ESEP (useful sentences/expressions on stairs) was more helpful and useful for students to learn English. Therefore, Sc, the director of General Affairs Division, sought financial support from school's parents association to make the non-context-related ESEP posters (useful sentences/expressions on stairs).

Teaching and ESEP. Who used ESEP as a teaching material and how they used it were delineated as follows.

1. Who chose to use ESEP as a teaching material?

Only two (40%) English teachers, Ea and Ec, adopted non-context-related ESEP (useful sentences/expressions on stairs) as a teaching and evaluation material. Ea had ESEP instruction systematically, while Ec mentioned part of ESEP in class when it was related to the content of textbooks. As indicated in chapter four, ESEP did not bring a great impact on most English teachers' teaching except on Ea who used to be a member of Academic Affairs Division. Before the government started to promote the design of bilingual environment, she started to print and paste English signs of classroom or facilities on campus. Later, she was not only involved in the language content of ESEP but also the format, location, maintenance and repair of ESEP. Her past experience in participating in the design of ESEP influenced her ESEP instruction. She paid more attention to ESEP instruction than all the other English

teachers. This just corresponds to experts (Burch, 2007 & Fogarty, 1997 & Jesen, 1998, 2008 & Mcgeehan, 2001) mentioned about Human brains. Human brains make certain decision according to former experience. If input has certain emotional value and useful content, brains would absorb and remember it. For most English teachers they did not actually participate in the design of ESEP, they were only provider of language content. The results showed that the degree of English teachers' involvement of ESEP design influenced English teachers' willingness on ESEP instruction. ESEP designing was a task asked by the authorities to create a bilingual environment on campus. Therefore, ESEP might not be considered as top priority learning material for most English teachers. They might not pay much more energy on ESEP instruction. If English teachers could really participate in the design of ESEP, especially the topic, form, content, they could combine ESEP with their lesson plans, and make good use of ESEP.

2. ESEP instruction activities.

As mentioned above, only Ea and Ec reported they taught ESEP in class. The followings were about what activities they adopted to teach ESEP. Ec reported that she did not pay much attention on ESEP. What she did was to combine ESEP with the textbooks. She only mentioned ESEP in class when it was related to the textbooks. In other words, she only taught ESEP which was related to the textbooks. From Questionnaire S, less than 40% of the fifth graders (Ec's students) reported Ec taught them ESEP in class. On the contrary, Ea taught ESEP through a systematical method. More than 60% of the fourth graders (Ea's students) reported that Ea taught them ESEP in class. She used five to ten minutes in each class and lead students to read ESEP. She would give each student a copy of the target language content of ESEP (non-context-related ESEP), and asked students to look and read. Drilling and

practicing, and recognizing words were the main activities she asked students to do.

Many studies and theories have mentioned that teachers' opinion and teaching would influence students' ideas. From the results of Questionnaire S, we found that Ea's students (the fourth graders) had a more positive learning attitude towards ESEP than students of other grades. Besides, the fourth graders had more peer discussion and had more positive opinions of the effectiveness of ESEP than other graders. Ea used a systematical method to teach ESEP, which had influenced students' opinion about the importance of ESEP, and students' learning attitude towards ESEP.

3. ESEP instruction content (context-related vs. non-context-related ESEP).

There were two types of ESEP in the school under study, context-related ESEP and non-context-related ESEP. Non-context-related ESEP, useful sentences/expressions, were included as a teaching and evaluation material. Context-related ESEP was not on the instruction list, except signs for classrooms, toilets and facilities such as bulletin boards and washbasins on campus. Two possible explanations were as follows. First, the design of context-related ESEP was a response to government's policy of creating an English-friendly environment. Therefore, the main goal was to indicate the places in English. Most teachers or the administrative staff did not think it is important to include it as a teaching material. Second, the language content was not useful and not easy for elementary students' language proficiency level. All English teachers reported that the language content of context-related ESEP such as office signs, English titles for administrative staff and certain signs for facilities such as barrier-free environment were too difficult and not useful in daily life. This is quite different from the theory and studies in which context-related ESEP should be easy to learn and teach. In this study, most teachers though it is too difficult for students to learn context-related ESEP, especially for

office signs, English titles for administrative staff.

4. Evaluation of ESEP (form and content).

Only two (40%) of the English teachers had evaluation on ESEP. The form of the evaluation of ESEP included oral and written exams. Non-context-related ESEP, useful sentences/expressions, was the major content of the evaluation. Both teachers asked students to read out loud the useful sentences/expressions but only Ec used written exams to evaluate what students learn from ESEP (non-context-related ESEP and signs for facilities on campus). Students needed to retake the evaluation if they failed. According to Ministry of Education (MOE), cultivating basic communicative skills is one of the goals of the elementary school English instruction. Developing learners' listening and speaking skills are believed to be the focus in elementary school English curriculum. Therefore, oral exam is often adopted in elementary school to evaluate students' learning.

5. English teachers' and students' opinions about the ESEP instruction.

English teachers and students had different opinions about the necessity of adopting ESEP as teaching materials. More than half of the English teachers did not adopt ESEP as teaching materials, while over 70% of the students reported they wanted English teachers to teach them ESEP. For those teachers who did not include ESEP as a teaching and evaluation material, their opinions were delineated as follows. First, within limited instruction time, English teachers considered that the content of the textbook was suitable and sufficient enough for students. Second, though the language content of non-context-related ESEP was useful sentences/expressions, such materials should be materials for students to study on their own. English teachers had explained reasons why they did not teach ESEP. However, the importance of realizing learners' needs when designing lesson plans and teaching students has been

mentioned repeatedly in many studies. Therefore, English teachers should pay more attention to what students' thought about the ESEP instruction when designing their lesson plans. In stead of being busy in designing lesson plans, English teachers should make efforts to find out what students want to learn.

Moreover, English teachers' ideas about autonomous language learning should be "reeducated". In this study, nearly 70% of English teachers reported that ESEP was an autonomous language learning material for students to learn by themselves. They took ESEP as an autonomous learning material, and regarded that the intention of posting ESEP in public area is to arouse students' autonomous learning behavior. There is no need to teach ESEP. This is a misunderstanding about what autonomous learning is. In fact, autonomous learning does not mean that teachers have to quit teaching students. Instead, teachers have to turn themselves as directors, helpers, facilitators, and consolers to help students to acquire necessary skills of autonomous language learning and then students can learn by themselves (Benson & Voller, 1997; Broady & Kenning, 1996; Maloch, 2005; Schalkwijk, Esch, Elsen & Setz, 2004; Usuki, 2002). If teachers just gave language learning materials to students without any instruction, most students could not know how to start their learning. It is not enough to just provide learning material for students. Teachers need to do more things to prepare students to be autonomous learners. In other words, teachers play an important role in turning students into autonomous learners. Therefore, teachers' perception about their roles in autonomous learning should be clarified.

Learning and ESEP. Students' reactions towards ESEP and what they learned from ESEP were discussed in this section.

1. Students' reactions towards ESEP.

The following descriptive statistical data were gathered from Questionnaire S.

Among those descriptive statistical data, the researcher listed important items with very high percentage (higher than 70% or very close to 70%) and very low percentage (lower than 20 %) as follows.

(a) Students' perception about ESEP

Most students reported that they noticed ESEP in public area on campus. The most eye-catching ESEP location was stairs. More than two thirds of students reported they paid more attention to those non-context-related ESEP (useful sentences/expressions on stairs), while less than one fifth of students reported they paid attention to the context-related ESEP, English signs for offices and facilities on public area such as barrier-free environment, and English titles for administrative staff. The results revealed that non-context-related ESEP caught more attention than context-related ESEP.

It is possible that the English Proficiency Oral Test and teachers' instruction influence students' perception. Another possible explanation is that the context-related ESEP such as signs for offices, facilities on public areas, barrier-free environment, and English titles for administrative staff was not used regularly and not considered meaningful input for students. Researchers and experts (Jensen, 1998; Burch, 2007; Kaufeldt, 2005; Smith, 1994) have indicated the importance of meaningful input in brain-based learning. The sign for office was bilingual. For students, the Mandarin print is meaningful input and provides needed information to them. As for the context-related ESEP, English print, is meaningless. Though students look at the signs, they ignore it, and their brains do not store context-related ESEP into memory.

(b) Students' reactions towards ESEP

Over two thirds of students reported that they would try to read ESEP loudly while looking at ESEP. When asking about their attitudes towards ESEP, most

students reported that they attentively read word by word. However, there were still one tenth of students ignored ESEP and treated them like a wall decoration.

(c) Reasons why students pay attention to ESEP

Among different characteristics of ESEP, students reported on the one that one made them pay attention to ESEP. The location where students regularly passed by was the most important factor which made students pay attention to ESEP. As for illustrations and attractive colors, only less than 14% of the students chose these two items. Less than 3% of the students reported that ESEP did not catch their attentions. The location of the ESEP has great influence on attracting students' eye sight. Illustrations and attractive colors seem to have very little influence on attracting children's attentions. However, it is possible that in this school under study, ESEP is mostly presented in print without any illustrations and attractive colors.

When asked about why you paid attention to ESEP, more than half of the students delineated that they accidently saw ESEP. More than half of the students reported that they want to learn more about English. Less than 12% of the students reported that they were influenced by their classmates. It was surprising that less than 4% of the students reported that it was required by English teachers and homeroom teachers. As a matter of fact, children are famous for their curiosity and good observation to the environment. Any little change of the environment is easily observed by children. Teachers can make good use of the characteristics of children to lead them to learn.

2. What do students learn from ESEP?

Most students reported that they learned useful expression/sentences from ESEP while nearly 11% of the students declared they learned nothing. More than half the students mentioned they could read out non-context-related ESEP (useful

sentences/expressions on stairs) correctly. As for the context-related ESEP such as English titles for administrative staff and office signs, only less than 14% of the students know how to read it. Still one tenth of the students reported they could not read any one.

Most of the students noticed the existence of ESEP. However, only half the students reported they could read non-context-related ESEP correctly. From the above results, we found that ESEP has successfully aroused students' attention. However, if English teachers aims to make students learn from the content, they need to design activity to guide students to learn.

The results revealed that students learned more from non-context-related ESEP, useful expressions/sentences than from context-related ESEP. There might be two possible reasons. First, the English Proficiency Oral Test of daily useful sentences/expressions might enhance students' motivation to pay attention to non-context-related ESEP. Before the test, most homeroom teachers would ask students to read and review the useful sentences/expressions.

Second, a meaningful input could arouse much more students' attention. Non-context-related ESEP posters, useful sentences/expressions on stairs, were commonly used in daily life conversation. Besides, they were related to textbooks and correspondent to the guidelines of elementary school English curriculum of 1st-9th Grades Alignment Curriculum. Students might have learned and seen it in the textbooks. Therefore, non-context-related ESEP is a meaningful input for students. On the contrary, part of the context-related ESEP, such as office signs, English titles for administrative staff were not useful and words were too difficult for students. Since there is no way for students to relate the sound and meaning to the context-related ESEP, it is not a meaningful input to students. Such result is quite different from the

EP studies in which researchers suggest teachers/adults adopting environmental print as a supplementary material for language learning can help and enhance children's confidence in recognizing words (Assink, 1994; Enright &McCloskey, 1998; Tao & Robinson, 2005). In an L1 learning environment, children have already acquired the sounds and meanings of the words. The environmental print (EP) can be a meaningful input for them. Therefore, if adults just invite their children to look and try to read at these words, they could easily pick up and learn to recognize these words. From the literature review, we learn that both a literacy-rich environment and teachers' instruction are key elements to enhance students' language learning.

3. ESEP and gender, grade, language proficiency.

According to the statistical data gathered from the chi-square test, there is no significance between genders in their responses and reactions towards ESEP. However, different graders and students with different English semester scores showed significant different responses and reactions towards ESEP. There are five issues involved: perception of ESEP, peer discussion about ESEP, learning attitude towards ESEP, students' thought about the effectiveness of ESEP, and the necessity of using ESEP as a teaching material. In this section, the significant differences among different graders and students with different English semester scores in their responses and reactions towards ESEP are discussed.

(a) Grade and reactions towards ESEP

The fourth graders were the major contributors to the significant differences in different graders' responses and reactions towards ESEP. As indicated in chapter four, 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 was very helpful in learning English. One possible

explanation is that English teachers' influence. Since the fourth graders' English teacher, Ea, taught them ESEP systematically in each class, students then would be affected by the teacher's attitude. Though the fifth graders revealed a higher percentage noticing the existence of ESEP than that of the fourth graders, the statistical data showed that the fourth graders had a more positive attitude towards ESEP than any other graders, including the fifth graders. Clearly, teachers' ideas and instructions really have great influence on students' attitudes towards learning.

The fourth and fifth graders had a higher percentage considering using ESEP as a teaching material, while the sixth graders had a tendency to disagree with this. According to students' opinions about denying the necessity of using ESEP as a teaching material, there are two main reasons. First, they were afraid that if ESEP was listed in teaching material, they would have more exams. The sixth graders have increasing pressure from all subjects. They really did not want to have more exams. Therefore, it is likely that they opposed to consider using ESEP as teaching material. Second, students considered ESEP an autonomous learning material. They did not want teachers to include ESPE into material of formal curriculum and turned to be exam material. They wanted to learn ESEP at their own speed. We can see that students did not refuse to learn more things.

(b) Language proficiency (English semester scores) and reactions towards ESEP

Students scored "90-100" for their English semester scores 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 "below 70" tended to ignore ESEP. They tended to deny the effectiveness and the necessity of ESEP. Clearly, students with English semester scores between "90-100"

had a more positive attitude toward ESEP than that of those who scored "below 70".

There are two possible explanations for the results. First, many studies have indicated

the significant positive correlation between learners' achievement and motivation. It is

normal that students with higher achievement would have strong motivation to learn

and more positive learning attitudes than those who are with low achievement. As a

matter of fact, many low achievement students lose their motivation, confidence, and

interest to learn. Not to mention that they would automatically pay attention to ESEP

and learn from it. In actual teaching environment, these low achievement students are

those who need more assistance and support from school teachers. Therefore, teachers

should adopt strategies to enhance students' motivation, lead and encourage those low

achievers to learn.

Second, based on the brain-compatible learning theory, human brains only store

and search for meaningful input. For those high achievement students, they are

familiar with the English words and phrases. Hence, when their eyes saw ESEP, their

brains would connect new information of ESEP with the old information in their

brains. However, for those who did not show interests in English and made low

achievement in English, ESEP might only be a kind of wall decoration and their

brains tend to ignore ESEP.

According to the interview, Sb, Director of Academic Affairs Division,

mentioned that by creating an English environment, school hoped to provide much

more stimulations to students who were in low socioeconomic backgrounds and low

achievement, and who did not have enough resources to improve their poor English

ability. However, the results might fail Sb's expectation. Though setting up the ESEP

is a good way to provide more language input to stimulate students, teachers'

instructions and certain strategies to encourage students to pay attention to ESEP are

necessary.

Teachers' and students' suggestions for future ESEP development. In this section, English teachers' and students' suggestions for future ESEP development are discussed.

1. Designers of ESEP.

According to the results from Questionnaire T and Questionnaire S, English teachers and students were the top two groups of people who should participate in the design of ESEP. In this study, however, the design of ESEP was more a top-down process, i.e. designed by the staff and English teachers. From the results, we strongly suggest that a bottom-up ESEP designing process is also needed. Though Sb's , Director of the Academic Affairs Division, idea about putting useful sentences/expressions as non-context-related ESEP is a correct direction for providing literacy-rich learning environment, the degree teachers and learners actually get involved in the design of ESEP was a key component influencing the effectiveness of ESEP towards teaching and learning.

When teachers and students are really involved in the design of ESEP, they would make good use of it. Take Ea for example, she involved more in the design of ESEP, which brought her a positive attitude towards ESEP instruction and put it into practice.

Moreover, learners' involvement in the design of ESEP is an important factor to initiate autonomous learning. For example, different class is in charge of designing different area's ESEP. Just like experts (Benson &Voller, 1997; Maloch, 2005; Schalkwijk et al., 2004; Usuki, 2002) in autonomous learning indicated that teachers need to give appropriate information and advice to learners. Teachers should also turn their roles as facilitator, counselors, advisers, conversation partners and resources to

students. During the design of ESEP and after the task, students might invite their friends to visit their works or observe works from different classes. They would pay attention to the content and might have discussions with teachers and students. By so doing, ESEP would not be just a wall decoration. It becomes a meaningful input and brings interactions between students and teachers. In many studies, (Hiebert and Raphael (1998), Kuby and Aldridge (1997), Marsh and Hallet (1999), Roskos and Neuman (2002), and Tao and Robins (2005)), the results revealed both literacy-rich environment and meaningful input and interactions between children and adults are crucial conditions to the success of literacy development. In Enright and McCloskey's study (1988) and Tao and Robins's study (2005), the researchers recommended actively using the student-created print to facilitate students' construction of meaningful speech-print connections both for first language and second language. Hence, if students could be involved in the design of ESEP, the effectiveness of ESEP in language learning is predicable.

    2. Content of ESEP.

    The context-related ESEP does not need to change. As for the content of non-context-related ESEP, English teachers revealed their ideas to bring more new language content, including riddles, idiomatic phrases, and comics, for students. On the other hand, most students showed their desire for reviewing textbook vocabulary picture cards, useful sentences/expressions. Teachers wanted to present new and abundant language learning material to students. However, students seemed to take non-context-related ESEP as a resource of reviewing useful sentences/expressions, and important words from textbooks. It is good to give new stimulations to students. Learners' need is also important to take into consideration. It is not necessary that all the content of non-context-related ESEP should be entirely new and different from the

textbook. As Fourgeaud-Cornuejols (1990) indicated, repetition is a key factor to language learning, it is good to use ESEP as a tool to help students preview and review the target language content. Besides, students might enhance their confidence in their language ability since they can read and recognize those words on campus. Teachers still could put some new language material and release information about this and let students search it. Through this way, we could keep students paying attention towards ESEP.

3. Format of ESEP.

English teachers and students all suggested that different content, more illustrations, clear font size, and attractive colors are necessary. ESEP in the school under study was not abundant in content and the poster was with little illustrations, plain colors, and small font size which decreased students' willingness to pay attention to ESEP. Those elements are crucial factors to catch students' attention. When designing ESEP, we should take these elements into consideration.

4. Maintenance of ESEP posters.

Both English teachers and students recommended that non-context-related ESEP (useful sentences/expressions on stairs) should be replaced at least once a school year. The format and content of the non-context-related ESEP were kept the same for six years. Since the content of English textbooks changes a little every year, English teachers recommended to check the content and see if any revision is needed. Moreover, repairing the falling or broken ESEP posters and keeping it clean is also important.

About the content of the useful sentences/expressions, actually, there were some reasons that school teachers did not change it. First, students change classrooms each school year. When moving into a new classroom in different floor or building, they

will see different content of the non-context-related ESEP posters (useful sentences/expressions on stairs). In the beginning, the useful sentences/expressions were developed according to different graders' language ability. Then those sentences were posted on different building stairs according to the locations of different graders' classrooms. The useful sentence/expressions for the first grade would be posted on stairs near the first graders' classrooms. Therefore, though the content of the non-context-related ESEP posters did not change, students saw different content every school year.

Second, those useful sentences/expressions were deliberately chosen and developed according to elementary students' language ability and the guidelines of elementary school English curriculum of 1st-9th Grades Alignment Curriculum. There were about 200 sentences which already included all basic and necessary ones for elementary school students.

However, in order to catch students' attention to those unchanged sentences, English teachers could invite students to draw pictures, comics to present the meaning of the sentence and post it. By adding new pictures drawn by students, students would probably notice them and have discussion with peers.

Major findings from the interviews and questionnaires are summarized as follows. First, the design of those context-related and non-context-related ESEP in the school under study was more a top-down process. However, a bottom-up ESEP designing process is also needed. The effectiveness of ESEP in language teaching and learning would be enhanced if both English teachers and students participate in the design. Second, most students noticed the existence of ESEP and showed high interests in learning ESEP. However, most English teachers did not included ESEP as teaching materials. The effectiveness of ESEP in students' language learning was not

obvious. Third, more than half the students reported that they learned mostly from the non-context-related ESEP. Between two types of ESEP in the school under study, non-context-related ESEP was regarded more useful and suitable for students' language proficiency than context-related ESEP. Finally, some suggestions for the future development of ESEP had been prompted in the present study. When designing the content of ESEP, designers should focus on daily useful language, the practicality of words, and learners' needs. Besides, the content of the textbooks could be taken into consideration. Clear font size, more illustrations, attractive colors and maintenance of ESEP were also suggested.

Limitations

The results of this study are limited by the following factors. First, this study was conducted in the researcher's in-service elementary school in Taipei County. The aim of this case study was to investigate the effectiveness of ESEP in this elementary school. Hence, the results and conclusions drawn from this study may not be generalized to all elementary schools in Taiwan. Since each school has different policies and plans concerning ESEP development.

Second, the limitation lies in children' cognitive ability and their attention span. Children' cognition ability and attention span could affect the quality of data collected through questionnaires. Although the researcher had eliminated first and second graders, and when conducting the questionnaire, the researchers read questions one by one to the third and fourth graders to avoid the influence of misunderstanding of the language; however, among 592 questionnaires, there were still 14 copies of questionnaire turned out to be invalid. Besides, in several items of the questionnaire, some participants skipped the question and did not give the answer. What's mentioned above still influenced the quality of the data.

Implications

Form the results of this study, most students noticed the existence of ESEP and revealed high interest in learning from ESEP. However, the effectiveness of ESEP for facilitating language teaching and learning needs improvement. It is a waste to spend money and energy on ESEP development without making it beneficial for teachers' teaching and students' learning. Based on the findings of this study, implications for "the design of ESEP" and "teaching and learning of ESEP" are proposed to improve the effectiveness of ESEP.

Suggestions for the design of ESEP. First, a bottom-up designing process should be included. In the present study, take Ea for example, the degree of involvement in the design of ESEP influenced the degree of English teachers' willingness to ESEP instruction. Besides, students also revealed their desire to get involved in the design of ESEP. Since students are the main audience of ESEP, it would definitely catch their attention and arouse peer discussion if student-created ESEP posters were posted on campus. Therefore, it is recommended that both English teachers and students should get involved in the design of ESEP.

Second, learners' needs should be taken into consideration when developing the content of ESEP regarding context-related and non-context-related ESEP. (a) context-related ESEP: from the questionnaires and interviews, both teachers and students acknowledged the fact that some content of context-related ESEP is not so useful and too difficult. In fact, context-related ESEP could be useful and helpful for students. For instance, teachers could develop context-related ESEP such as signs for playground instruments, stories of the building, daily-used cleaning tools. Such context-related ESEP is meaningful and close to students' daily life experiences, and the language is not too difficult for students.

(b) non-context-related ESEP: students reported that they would like to have useful sentences/expressions, and vocabulary from textbooks. The repetition of textbook content could help students to preview and review. Moreover, students might have more confidence in using and learning target language when they find the familiar meaningful words and sentences appearing everywhere on campus.

Third, the following characteristics of eye-catching ESEP reported by students in questionnaire should be emphasized when deciding the location and format of ESEP poster. All ESEP posters should be at students' eye level, and located in locations where students regularly visited. They should be visually attractive. For example, clear font size, more illustrations and attractive colors.

Suggestions for teaching and learning of ESEP. First, teachers' instructions are needed to facilitate the function of ESEP and enhance students' learning. The fourth graders in the present study have a positive attitude towards ESEP in language learning because their English teachers, Ea, taught ESEP systematically in class. Though most students noticed the existence of ESEP, they learned little from the ESEP without teachers' instruction. In order to help students become autonomous learners, teachers' instruction and guidance are important. Besides teaching ESEP and actively using ESEP in daily life conversation, teachers could take advantage of students' curiosity and develop activity such as Q&A about the ESEP to make students pay attention to it.

Second, more student-centered, interacting activities should be developed to facilitate student's use of ESEP. The result of the present study indicated that peer discussion of ESEP among students was less than 40%, and more than 60% of the students did not know whether they read those words correctly. Teachers could assign certain public areas on campus for students to display self-designed ESEP. When

other students are interested in the content, they could feel free to ask the

student-designers and have a discussion. This makes the ESEP a meaningful language

learning resource for students. Both parties benefit through the actual use of ESEP

and the exchange of personal learning experiences and information.

Suggestions for Future Research

The current study is based on students' self-report; students reported what they

learn from ESEP; however, there was no data or information to confirm what they

reported. It is recommended that future researchers conduct certain assessment to

evaluate what students really learned. If possible, they should conduct an interview

with students to get detailed information.

Second, the results show that systematic teaching of ESEP seemed to have more

influence on students' response towards ESEP. In order to get detailed information,

the future researchers could do experimental research to find out the influence of

different kinds of ESEP instruction such as organized ESEP instruction and

non-organized instruction. Then compare what kind of instruction is more effective.

Third, characteristics of ESEP which drew students' attention and English

teachers' and students' suggestion about the format, content of ESEP have been

briefly discussed in the present study. To get more specific data, future researchers

may conduct an investigation on the characteristics of ESEP and students' responses.

Last, in this study, context-related ESEP was considered too difficult and not

useful for students to learn, which was opposite to some theory. Future researchers

may investigate the effectiveness of context-related ESEP and non-context-related

ESEP in language learning and find out reasons, developing context-related ESEP

suitable for elementary school students. For example, signs for playground

instruments, gym and etc..

Conclusion

Nowadays, educational budget has been cutting down. How to spend limited money but gain practical effectiveness on improving students' learning has become an issue. The purpose of the present study intends to find out what influence ESEP bring to students and teachers, and the effectiveness of ESEP in language learning and teaching. In this study, most of the students noticed the existence of ESEP and displayed a positive learning attitude towards ESEP. However, the top-down process of designing ESEP limited and decreased English teachers' willingness to ESEP instruction. Without English teachers' instruction and guidance, the effectiveness of ESEP in students' language learning was not obvious. In order to enhance the effectiveness of ESEP in language learning and teaching, teachers and the authorities should have a good and effective communication with each other while regulating school affairs such as ESEP development. In this way, money could have been used in a proper way to enhance learning efficacy.