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指導教授：余明忠博士

Advisor : Dr. Ming-chung Yu

透過文化融合英語教學轉變學習態度: 一位台灣小學生之個案研究

The Development of English Learning Attitude through an Integrated English
and Culture Teaching Instruction: A Case of a Young Learner in Taiwan



研究生：吳浩瑜撰

Name : Hao-yu Wu

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The Development of English Learning Attitude through an Integrated English and
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To Dr. Ming-chung Yu

獻給我的恩師余明忠教授



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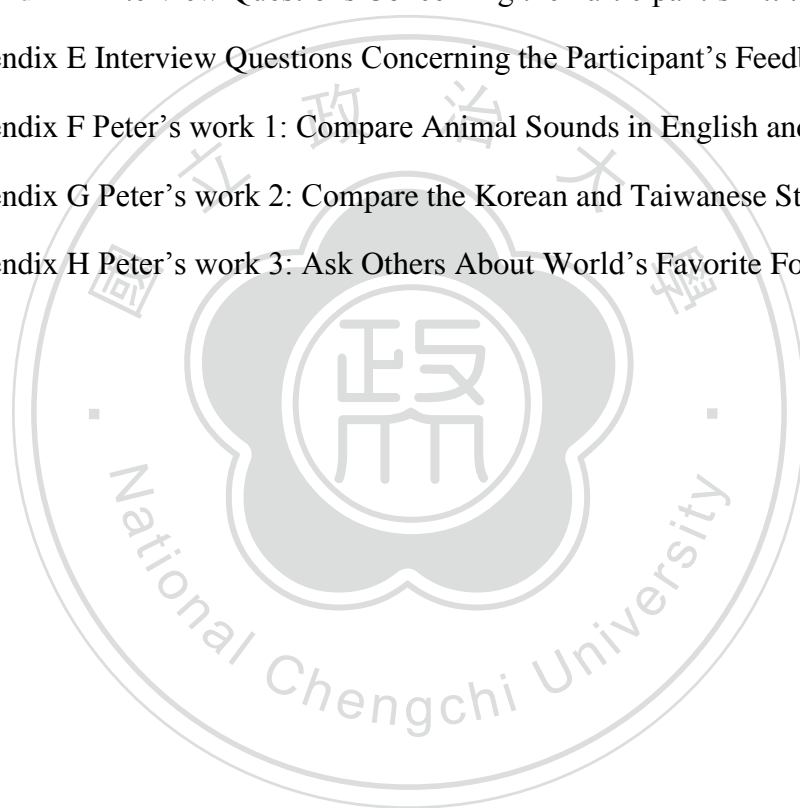
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國立政治大學英國語文學系碩士班

碩士論文提要

論文名稱：透過文化融合英語教學轉變學習態度：一位台灣小學生之個案研究

指導教授：余明忠博士

研究生：吳浩瑜

論文提要內容：

語言與文化的關係密不可分。第二語言學者發現，融入文化元素在幼童英語學習中，不僅能幫助幼童發展跨文化能力，也助於提升學習態度和動機。然而現有文獻指出，在台灣針對幼童設計的文化語言課程研究不足，需要投入更多的努力。因此，本質化個案研究旨在探討將文化納入英語教學對於一名國小三年級學童在英語學習態度上的影響。資料蒐集透過家長和學童面訪、研究者的省思日誌、學童的學習回饋單來記錄並審視學童語言學習態度的轉變。

本研究發現，相較於教學課程前負面且消極的學習態度，此學童在約四個月的文化英語教學課程中，經歷明顯且正面的轉變。例如，學童能開始主動做相關課後英語學習活動、對於英語學習給予正面的回饋、願意且更有耐心地做原本不喜歡的英語活動。此外，學童開始認為所學的英文對其有所幫助，並希望能夠學習更多的文化知識。

研究結果顯示，新奇的文化知識，多元且真實的教材為提升此個案態度的關鍵。另外，研究者也發現，受到對於他國文化學習興趣提升的影響，受試者除了原本偏向工具型的學習動機，也逐漸發展出融合型的動機取向。最後，本

研究根據此個案的討論結果，進一步提供相關建議，作為教育單位、英語老師及未來研究的參考。

關鍵字: 文化學習、學習態度、學習英語為外語、質化個案研究



Abstract

Recognizing the symbiotic relationship that culture and language share with each other, researchers in the field of EFL and ESL have long advocated the importance of integrating cultural learning into English classroom. Numerous studies have shown benefits of integrating cultural learning in the language education curricula. For instance, it has been suggested that the teaching of culture for learners at an early age can not only cultivate intercultural competence but also help raise their learning motivation. While a great number of discussions have been devoted to the integration of culture into language education for children, yet there exist only a paucity of relevant studies and practices in Taiwan.

Therefore, the present study aimed to address this gap by first designing an integrated English and culture teaching instruction (IECT) for an eight-year-old learner in Taiwan, followed by putting into records the development of his English learning attitude through qualitative research. Multiple data sources were collected via face-to-face student and parents interviews, student feedback sheets, and teaching journals to shed lights on the influence of the instruction upon the burgeoning dynamic shift of the young learner's attitude toward English as a second language.

The findings revealed that the participant's three primary aspects of learning attitude, including affective, behavioral, and cognitive attitudes underwent profound change throughout the fourth-month IECT instruction. Prior to the instruction, the learner exhibited negative attitude and showed a lack of learning interest toward English learning. Yet, during the first three months of the instruction, the learner's

learning attitude showed a progressive and positive change. In the final month of the instruction, the learner demonstrated more discernible and positive signs of attitudinal change. Behaviorally, he became proactive in undertaking extracurricular English learning activities; the participant voluntarily initiated learning endeavors outside class settings. Affectively, he demonstrated higher level of willingness and more patience when engaging in activities he once disliked. Finally, his heightened awareness toward the usefulness of English learning also indicated the enhancement of cognitive learning attitude.

Based on this case, it was concluded that the IECT instruction and its accompanying cultural contents helped boost the participant's once negative learning attitude through useful world knowledge, diversified and authentic materials. Additionally, the growing interest in different cultural knowledge also made the learner develop more integrative orientation toward learning English. The enhancement of motivation therefore enhanced the participant's attitude, and this change in turn bestowed upon him the new purposes to learn English with more patience and willingness.

Finally, the study suggested that more effort is required to broaden IECT related instructions and research to further examine other potential effects of such an instruction. The current study could be taken as a reference for the future design of similar cultural teaching programs to galvanize more young learners' learning interest and develop their positive attitude toward English leaning.

Keywords: culture learning, learning attitude, EFL, qualitative case study



CHAPTER 1

INTRODUCTION

1.1 Background

Integrating cultural learning into foreign language classroom is not a new idea. A number of research has proposed copious analyses arguing that teaching culture is crucial. One of the most cogent arguments may be that language and culture are innately inseparable; that is, they are “acquired together, with each providing the development of the other” (Mitchell & Myles, 2004, p.235). This entwined relationship is well summarized in Kramersch’s words, “Although there is no one-to-one relationship between anyone’s language and his or her cultural identity, language is the most sensitive indicator of the relationship between an individual and a given social group” (Kramersch, 1998, p.77). Based on this premise, to master the language, one ought to acquaint oneself with the cultural knowledge concomitant with the language acquisition itself. In the context of L2 acquisition, without the learning of culture that encompasses the issues of sociocultural and socio-historical context and background as the principle reference point, language itself becomes a labyrinth of street map that is without the marking of directions and thus is devoid of a sense of spatial orientation. Surely, this feeling of disorientation is exactly what a great number of L2 learners in Taiwan have experienced. The rote memorization of vocabulary and grammar rules seem to be the key for one to be considered having a great command of English, yet the actual knowledge of how to function those words meaningfully and efficaciously remains the unknown territory to most. Judging from this angle, the learners ought to be provided with particular social and cultural knowledge that give rise to the birth of the language so as to reorient themselves to navigate through the map of language acquisition. Otherwise, a sense of loss in that

nebulous territory might deter one from the further mastery of the language owing to the inability to fathom the precise meaning and the usage of the language. Thus said, to be called as a competent language learner who can use the language appropriately and achieve communicative purposes successfully in the real life context, one is expected to have not only the linguistic knowledge but also the understanding of the culture on which the particular language is developed, nurtured, and enriched.

A number of studies have shown numerous benefits of integrating cultural learning in the language education curricula. For example, cultural learning can help enhance students' intercultural communicative competence (ICC)—the ability, skill, attitude, and knowledge that allow students to raise awareness on both their native culture and the target culture and to know how to function well in this growing complex world in which the frequent interaction among people from diverse linguistic and cultural backgrounds has become the norm (Byram, 2001). Another significant effect of incorporating culture into language learning is that it helps improve students' language learning attitude and therefore enhance their learning motivation. L2 learners' attitude and motivation are interrelated and intimately influenced by each other. A number of researchers have confirmed that these affective factors play critical roles on the success of L2 learning (e.g., Skehan, 1991; Cook, 1996; Gardner, 1985). Motivation can be defined as “an inner drive, impulse, emotion or desire that moves one to a particular action” (Brown, 2000, p.152). The relationship between motivation and attitude can be precisely summarized in Gardner's (1985) equation in which he proposed that motivation equals the addition of attitude, effort, and desire to achieve a goal. As one of the essential components, attitude relates strongly to one's motivation, and more and more evidences have indicated that one with negative attitude towards the target language would not be a

motivated learner (Wilhelm, 1999). In other words, entertaining positive attitude may exert conspicuous impact on L2 learning by stimulating learners' innate desire to start the engine of learning motivation.

Research has shown that language classrooms involving the cultural components lead to more positive attitude and heightened motivation; a noteworthy feat accomplished via providing learners with a variety of culturally-based activities that allow students to have a joyful learning experience to know, to compare, and to acquire different world knowledge (Hammerly, 1982; Tsou, 2005). Also, Kramsch (1991) pointed out, by integrating culture into the language learning, students get to learn language with more enthusiasm, for their learning focus is shifted to attaining the cultural knowledge, rather than to linguistic forms.

Important as culture teaching is, researchers in SLA field have also advocated that cultural teaching should henceforth become an essential element in young learners L2 education (Byram et al., 2002; Sollars, 2006; Tinsley, 2003). For instance, Pesola (1999) suggested that teaching children culture in language education may create more learning effects through preparing them to be both bilingual as well as bicultural; that is, the children may not only develop proficiency in the second language but also have the chance to develop the ability to act as a global citizen who is tolerant and respectful toward other cultures.

In spite of the fact that a great number of studies and discussions have been initiated and devoted to the integration of culture into language education, yet there exist a scarcity of relevant studies in Taiwan. Some researchers have identified a number of reasons that hinder the practice of cultural teaching. For instance, Chu (2005), after reviewing culture teaching in Taiwan, found out that many foreign language teachers in public school system tend to either ignore culture teaching or

treat culture as a supplementary material because they normally do not have sufficient culture knowledge, or they simply confront the practical concern of having limited time to spare for culture teaching. In addition, Tsai's (2005) research also indicated the reasons that explain the dearth of culture teaching in Taiwan included inadequacy of cultural components in the English textbooks and the difficulty in obtaining cultural materials and resources.

In addition to the lack of teaching practices in the language class, the research concerning cultural teaching and learning has also not been extensively conducted to date. According to Tseng (2002), the majority of cultural studies done in Taiwan are restricted to the theoretical discussion of culture, such as the reasons to teach culture or suggestions on the activities to teach culture. Besides, research as such mainly concern teachers' perspectives instead of those of the students. Furthermore, it remains an even more underexplored area when it comes to the studies concerning the integration of culture teaching in language class for young learners in Taiwan. To the best of the researcher's knowledge, most of the cross-cultural projects in Taiwan are centered around the university student participants, and only an insufficient number of studies have dedicated to the studies or the teaching practices on integrating culture into English learning for children in Taiwan. The lack of such an academic attention should be alarming because, according to the research, children experience the process of socialization and enculturation at a very young age (Poole, 1994) and this most important formative stage in one's life time forges one to become what he or she has learned and experienced. Therefore, without an effort to integrate sufficient culture knowledge into language teaching, we may fail to cultivate children with the cultural competence that allows them to function appropriately in the intercultural communication.

1.2 Purpose of the Study

In response to a lack of studies in examining the implementation of cultural teaching for young learners in Taiwan, this case study addressed this issue by documenting and analyzing the development of a young learners' attitude toward English learning during the integrated English and culture teaching instruction. The purpose of this study was to examine how the instruction may influence his English learning attitude and also to gain insight from his individual feedbacks and preferences for the cultural contents on the instruction.

To achieve the objective of the study, the researcher first designed the integrated English and culture teaching material based on the cultural themes derived from the grade 1 and grade 2 Mandarin textbooks used by the participant. The researcher then instructed the participant in a private tutoring session for approximately four months while keeping track of his learning attitude and feedbacks.

1.3 Significance of the Study

The present study has a twofold significance. First, it is hoped that the result of the current study could be taken as a reference for the future design of similar cultural teaching programs for young learners and also, it would contribute to providing in-depth insights into the influence of the cultural instruction that aims to enhance young learners' English learning attitude and to foster their English learning in the EFL learning context. In sum, the study explored a cultural teaching instruction for a young Taiwanese learner, and hopefully the findings could serve as a reference for the educational institutes, EFL teachers, and future research on young EFL learners.



CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

The present chapter contains two main sections. The first section discusses the attitude and motivation research in the field of SLA. Then, the second section lays emphasis on the theoretical framework for culture teaching and learning in language education, including the importance of cultural learning, perspectives on culture teaching, contents and activities for teaching children culture and teaching children culture in the EFL context. Lastly, the final section offers a deliberation of the research summary, which in turn brings forth the research question of this study.

2.1 Attitude and Motivation in SLA

Among all the conative factors in the field of SLA, motivation and attitude have been among the best researched areas (Ortega, 2009) and are regarded as essential factors that influence the success or failure of L2 learning results (Gardener, 1985). On one hand, according to Dörnyei and Ottó (1998), motivation can be defined as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised and (successfully or unsuccessfully) acted out” (p. 65). Canadian researchers Gardener and Lambert (1972), two distinguished scholars in the research of motivation, have indicated that L2 learners’ motivation is influenced by their attitudes towards the L2 community as well as their life goals. They further identified two common types of orientations of motivation—integrative orientation and instrumental orientation. Integrative orientation refers to L2 learners’ positive

attitudes toward the target language groups and their desire to interact with or blend in with those in the L2 community, or in Dörnyei's (2003) interpretation, "the cultural and intellectual values associated with the language, as well as to the actual L2 itself" (p.6). Instrumental orientation, on the contrary, refers to L2 learners' drive to obtain potential utilitarian benefits gaining from their proficiency of L2, such as getting a better job, receiving greater education, or having higher salary (Dörnyei, 1994; Ellis, 2008). Inspired by Gardner and Lambert's research, the SLA research community has thus far produced voluminous studies with the hope of further deepening and complementing the L2 motivation theory. Among which, one particular motivation research that has received wide attention was the distinction between intrinsic motivation and extrinsic motivation (e.g., Brown, 2007; Dickinson, 1995; Dörnyei, 1994). Intrinsic motivation refers to self-initiated desire of engaging in L2 learning activities; learners exhibit high level of motivation purely because of their enjoyment or satisfaction derived from those activities (Dörnyei, 2001). Studies have also indicated that L2 learners who are intrinsically motivated have relatively higher chance to develop learning autonomy and hence achieve higher L2 competence. On the other hand, extrinsic motivation compels individuals to carry out behaviors driven by exogenous factors such as the desire to receive reward or better grades. This type of motivation with high level of externality is often deemed as less ideal, for L2 learners may have higher propensity of losing natural interest and turn out to become passive in L2 activities.

Attitude, on the other hand, is another critical affective component that can be defined as "an organized and consistent manner of thinking, feeling and reacting to people, group, social issue or more generally, to any event in the environment" (Lambert & Lambert, 1973, p.72). In the context of L2 learning, L2 learning

attitude thus refers to learners' reaction exuded, feelings, or response toward language learning based on the belief and opinions they hold. According to Wenden (1991), learners' learning attitude can be distinguished into three dimensions: affective, behavioral and cognitive, which are supposed to be interconnected and influenced by each other. Affective attitude refers to the emotional aspect that one harbors toward an object, as English learning being the case, and whether he/ she likes or dislikes it. Behavioral attitude, on the other hand, involves one's action, behavioral tendency, and interest toward English learning. Lastly, the cognitive attitude is related to the learner's beliefs, viewpoints, ideas, and perceived usefulness about English learning. It is widely accepted that attitude is a critical conative element in L2 acquisition in that entertaining favorable attitude towards the target language and its speakers may in turn stimulate an innate desire for learners to start the engine of learning motivation, which could contribute to the success to the language learning.

2.2 Young L2 Learners' Learning Attitude and Motivation

L2 learners' learning attitude and motivation are influenced by a variety of factors, including L2 learning experience, instructional setting, social supports, self-confidence when using the language, and so on (Ortega, 2009). For young L2 learners who are yet mature in their cognitive and moral development, it is suggested that environmental or situational variables, for example, learning contexts, teaching materials, classroom activities, and teachers' teaching strategies in maintaining and gaining students' interest, play more crucial roles in shaping their attitude as well as motivation (Dörnyei, 1998; Nikolov, 1999). In other words, children's L2 motivation and attitude are more prone to influences like "how lessons are taught, whether the activities in class are interesting and meaningful to them and whether the learners

are feeling comfortable and not under unbearable pressure in the class” (Huang, 2011, p.187). Therefore, in order to cultivate intrinsically motivated L2 learners, teachers ought to take into account aforementioned variables in the execution of their lessons, the choosing of suitable materials, and the designing of pertinent and interesting activities, for they all have influence on the learners’ motivation and attitude. Also, teachers have to be encouraging and supportive to create a learning environment that is comfortable, joyful and anxiety-free.

In sum, it is beyond doubt that motivation and attitude play significant roles in determining L2 achievement. An unabated and continuous motivation sustains students’ L2 learning drive, gives them greater opportunities to master L2, and assists them to march toward autonomous learners in the lifelong L2 learning journey.

2.3 Theoretical Framework for Culture Teaching and Learning

Any seasoned instructors and teachers would agree that cultural learning could serve as a great and effective channel to cultivate and motivate young L2 learners via interesting, relevant, and meaningful world knowledge. Just as what Brooks (1997) wrote, to involve students’ attention, interest, and active participation in language class, the integration of a systematic cultural studies is a way to go. The following section is the analysis of the theoretical framework of cultural teaching and learning in language education, including (1) the importance of culture teaching in FLL, (2) perspectives of culture teaching, (3) general objectives of culture teaching, (4) contents and activities for teaching children culture and (5) teaching children culture in the EFL context.

2.3.1 The Importance of Culture Teaching in Foreign Language Learning (FLL)

It is vital to treat the development of both intercultural as well as language competence in L2 learning with equal weight. It has been widely agreed upon by SLA researchers that communicative competence should be seen as the ultimate goal in second language learning. This advocacy by researchers and practitioners has added new strength and purpose to the fundamentals of language acquisition. According to Bachman (1990), communicative competence is composed of two main components: organizational competence and pragmatic competence. The former is related to grammatical and discourse elements while the latter includes sociocultural aspects of language. Simply put, to communicate appropriately and successfully, language learners ought to be proficient in these two distinct but intimately related components; that is, they are expected to communicate in both linguistically and culturally correct fashion to succeed in intercultural communication.

Moreover, myriads of literature have addressed the importance of incorporating the teaching of cultural dimension into the foreign language learning to foster students' intercultural communicative competence (ICC) as one of the major goals in language classrooms (e.g., Deneme, Ada & Uzun, 2011; Byram, Gribkova & Starkey, 2002; Ho, 2009; Kramsch, 1998, 2006; Valencia & Medina 2009). The concept of ICC in language education refers to “the ability to ensure a shared understanding by people of different social identities, and the ability to interact with people as complex human beings with multiple identities and their own individuality” (Byram, et al., 2002). In other words, acquiring ICC means that students would deepen their understanding about themselves and others by constructing meaning via different language sources and consciously comparing their own culture with others' (Harrop, 2012). Therefore,

language curriculums should also offer opportunities to introduce cultural issues to help raise students' awareness of others.

Last but not least, teaching culture is quintessential because it could be highly effective to raise student's interest and motivation in their quest toward FLL. It has been reported that culture learning leads to heightened motivation, and working through a variety of culturally-based activities allows students to know, to compare, and to acquire both target and native cultural information (Hammerly, 1982; Tsou, 2005)—a joyful learning experience that inadvertently facilitate FLL. According to Kramersch (1998), by transferring students' attention away from language forms, such as grammar and vocabulary study, culture learning provides a channel to make students learn a foreign language more meaningfully and thus more interestingly.

After recognizing the importance of incorporating culture in the foreign language classrooms, the researcher moves on to explore the cultural perspectives, goals of cultural teaching, contents and activities for teaching culture, and the teaching of culture to children in the following section. All of which will contribute to the effective making of clear guidelines, principles and suggestion on the integration of culture teaching into language curriculum.

2.3.2 Perspectives of Culture Teaching

A succession of theorists have made contributions to theorizing perspectives and models of culture teaching and learning, most of which provide useful components for teachers to make pedagogical decision on what perspectives they should take on their culture curriculum. The following section categorizes some common perspectives on culture teaching and learning.

1. Culture specific and culture general perspectives

The first common perspective on culture teaching and learning is the distinction between two perspectives: culture specific and culture general. According to Moran (2011), culture specific perspective emphasizes the acquisition of knowledge related to a particular culture. When applying this perspective on the culture curriculum, the instructors provide relevant cultural information of the target culture and expect students to acquire the information and develop the ability to explain the cultural components, such as behavior and attitude of that specific culture. Culture-general perspective, on the other hand, refers to the understanding toward the nature of culture itself in general. Moran (2011) explained that the focus of cultural learning under this perspective lies not in the acquisition of specific cultural knowledge but in the general understanding of different cultural aspects, including perspectives, products, practices, and communities.

2. The foreign-cultural, intercultural, multicultural, or transcultural perspectives

Risager (1998) proposed four types of approaches to teaching culture, including the foreign-cultural, intercultural, multicultural, and transcultural perspectives. In her words, the foreign-cultural approach, similar to the mono-cultural approach aims at introducing the notion of a single target culture without giving any attention on the learners' own native culture. The objective of adopting such an approach lies in developing learners' native-like communicative and cultural competence.

The intercultural approach, on the other hand, gives focus on both the target culture and the learners' own culture by virtue of offering opportunities for learners to compare different cultures. Therefore, while the target culture is still the main focus under this perspective, the learners' own culture is also introduced to afford them a chance to reflect upon their own culture. The objective of this approach is to cultivate the students' non-ethnocentric view and also to develop their ICC.

The third perspective on culture suggested by Risager (1998), the multicultural approach, also puts a dual focus on the target and the learners' native culture. This type of approach does not view culture as a monolithic chunk; instead, it extends the view of culture by recognizing that a cultural entity, say a country, is composed of different sub-cultures within its territory. Under this perspective, Risager suggested that multifarious cultural views and pluralistic community values that coexist within that sphere of multiculturalism have the capacity of influencing one another and therefore should be discussed and presented. The aim of this approach is then to develop the learners' reflective and anti-racist view to the culture.

The last one is the trans-cultural approach. This approach is based on the idea that in a globalized world, our frequent and massive communication and interactions among cultures have made humanity of different backgrounds closer to one another and have also made the world cultures intertwine with each other. Hence, language teachers should correspond to this reality by treating foreign language as a lingua franca. That is, in addition to the knowledge about the target culture and the learners' native culture, the learners are also expected to be able to use the language appropriately in different cultural contexts (Risager, 1998).

2.3.3 General Objectives of Culture Teaching

Like designing any types of language learning curriculum, teachers and practitioners who aim to incorporate culture learning into foreign language classrooms will need clear objectives to organize systematic and coherent lessons. The following section will present general culture teaching objectives. First, in setting goals for culture teaching, most researchers devoted to culture learning have agreed unanimously that the goals of culture teaching should include not merely the

acquisition of cultural information but also the fostering of high level of sensitivity that allows students to become cultured minds who embrace the open-minded, reflective, and positive attitude toward other cultures. For instance, Louise (1990) pointed out that in designing culture learning, the objectives of culture learning should not be limited into introducing specific information. Instead, it should put more focus on providing an experience within which students get to practice different ways of culture learning. She provided six general goals which she believed to be suitable for any cross-cultural and intercultural learning. The six goals are as follows (Louise, 1990, p.247):

1. To expand cultural awareness of both the student's native culture and the target culture.
2. To increase tolerance and acceptance of the existence of different values, attitudes, and belief system as part of target culture.
3. To encourage a seeking to understand the new and different cultural patterns.
4. To develop intercultural communicative skills in areas in which cross-cultural similarities occur.
5. To develop a perspective of cross-cultural awareness that recognizes cultural differences and fosters understanding of strength found in diversity.
6. To develop an attitude of acceptance toward change personal adjustment to foster personal flexibility in order to open avenues for learning and growth throughout a lifetime; and to understand that culture shock is a natural.

Likewise, Seelye (1997) also shared the view of having the learners acquire more than cultural facts as the goal of culture learning, for he believed the ultimate objective of culture learning should also involve developing understanding, attitude,

and performance skills so that the students could act and communicate culturally appropriate when interacting with other cultures. The six main goals he proposed are as follows (Seelye, 1997, p.102):

1. Interest: The students show curiosity about another culture and empathy toward its members.
2. Who: The students recognize how social variables, such as age, sex, social class, religion, ethnicity and place of residence affect the way people speak and behave.
3. What: The students know what culturally conditioned images are evoked in the minds when they think, act, and react the world around them.
4. Where and when: The students recognize that the situational variable and convention shape behavior in important ways.
5. Why: The students realize that people generally act the way they do due to some underlying reasons, and cultural behavior and patterns are interrelated.
6. Exploration: The students can evaluate a statement about the target culture reasonably and have the skills to locate and organize information about culture.

Likewise, as mentioned previously, developing students' ICC is crucial and has been recognized as one of the necessary learning goals in language education (e.g., Byram, et al., 2002; Zarate, Gohard-Radenkovic, Lussier & Penz, 2004). To illustrate what language learners need of acquiring ICC, Byram et al. (2002) distinguished ICC into five different *savoirs* (knowledge and skills) that also serve as useful criteria for setting culture teaching objectives. The five *savoirs* are summarized as follows (Byram et al., 2002, p. 7-9):

1. Intercultural attitudes (*savoir être*): one's open-minded and tolerant attitude toward other cultures and the understanding that different cultures value different perspectives, beliefs and behaviors from their own.
2. Knowledge (*savoir*): the knowledge that one has about other social groups in learners' own society or country, such as their cultural products, practices. This type of knowledge also includes the understanding of how society processes and how people interact in a society.
3. Skills of interpreting and relating (*savoir comprendre*): the ability that enables one to compare, relate and interpret the behaviors, perspectives of other cultures.
4. Skills of discovery and interaction (*savoir apprendre/faire*): the ability that allows one to acquire new cultural knowledge during an intercultural communication.
5. Critical cultural awareness (*savior engager*): the ability to critically examine and evaluate one's own native culture

From the goals listed above, it can be summarized that the principal goals of culture teaching in language curriculum should include not just the acquisition of cultural information but also the development of the competence; these objectives can therefore help students become global citizens who have multicultural understanding and who can act and communicate successfully in cross-cultural communication.

2.3.4 Contents and Activities for Teaching Children Culture

A legion of activities have been proposed to achieve the aforementioned cultural teaching objectives. Some common activities are role plays, simulations, story-telling, dramas, and culture capsules to name but a few (Byram et al., 2001; Hadley & Reiken, 1993). When used appropriately, these activities can be motivating and interesting. For instance, for older learners, Seeyle (1993) suggested that teachers can design activities that aim to engage learners into simulated diverse cultural experience, such as simulations or culture mini-dramas to act out situations where miscommunication occurs and to come up with appropriate and cultural-sensitive strategies to resolve the conflicts. Also, teachers can use culture capsules—short paragraphs with illustration describing some differences among cultures—for students to explore and to discuss the cultural events and issues. Since the current paper intends to integrate culture learning in English classes for the young learner, the researcher will mainly discuss the culture learning activities that could be more suitable for young children in the following section.

1. Use of the computer

The use of the computer in language teaching has been widely acknowledged as an effective and motivating technique to enhance learners' L2 learning. The computer can be a particularly valuable resource in the EFL contexts, for teachers can use it as a medium to provide authentic cultural materials of the target cultures which otherwise can be hardly obtained by virtue of other ways (Hadley, 2001).

2. Role play

Role-play could be an effective technique to allow students to examine and practice cultural behavior in a simulated cross-cultural interaction (Tomalin & Stempleski, 1993). For young and beginning learners, it can be used to engage them

in some intercultural communications that require less complex linguistic use. For example, teachers can design role play as a small activity like asking pupils to act out how to greet in both the target culture and their own culture, or they can design it as a bigger activity that requires the pupils to memorize some lines and to act out a situation in which some cultural miscommunication occur because of cultural differences (Purba, 2011). Byram et al. (2001) suggested that after the role-play, teachers can design follow-up activities to make learners reflect on what they have learned, felt, or discovered while playing.

3. Storytelling

In addition to the simulated activities, storytelling also lends itself to facilitating learners' development of ICC in numerous ways. Curtain and Pesola (1994) advocated the inclusion of children's literature, such as songs, chants, and fairy tales as ways to introduce cultural information in primary foreign language classrooms. Byram et al. (2001) suggested that reading stories containing multifaceted cultural ways of thinking, tradition, and customs enables learners to gain cultural knowledge. Also, those common themes, such as family, social values, and friendship that prevail in children literature may serve as a medium for learners to understand some fundamental values and wisdom universal to all peoples and cultures around the world.

4. Use of the quiz

Cullen (2000) suggested that the quizzes can be used not only to evaluate what students have learned but also used as a pre-teaching activity to make students predict the cultural information they are about to learn. To stimulate students' interest, teachers can give the answers to the quizzes later through the teaching materials.

5. Classroom decorations

Hendon (1980) suggested that to enrich the students' cultural learning experience in an EFL context, the teachers can start from adding the cultural element into the physical environment to which the students are exposed. For instance, he suggested the teachers can decorate the classroom by hanging colorful posters and pictures or world maps. Those posters and maps can later be developed into different cultural activities, for example, asking the students to identify or mark any knowledge they know about the countries on the world map.

All in all, to incorporate culture learning in the language classroom means to transform the classroom into a venue where language learners can experience how multifarious aspects of a culture are reflected through its language, and how different language uses render different cultural connotations and effects. By allowing the learners to keep examining and comparing other cultures with their own culture at a conscious level, learners may decenter their own perspective (Byram, 2008); that is, they can become more objective thinkers and have the ability to understand and accept other cultural entities with embracing and tolerating perspectives.

2.3.5 Teaching Children Culture in the EFL Context

The idea of incorporating teaching of culture in children's language education has been seconded by many scholars (e.g., Byram et al., 2002; Tinsley, 2003) due to several positive effects they can well bring to the young ones. Children experience the process of socialization and enculturation at a very young age (Poole, 1994). That is, during those processes, their awareness about culture, self-identity, worldview, interactional style, etc., are simultaneously developing. For instance,

Hirschfeld (1996) reported that children are able to distinguish people with different ethnicities at age between three and five. Additionally, Barrett (2013) indicated that after having acquired knowledge or information about different countries, children may subsequently develop stereotypes of different nationalities before the age of seven; once the stereotype is established, young children are less likely to change their stereotypical thinking (Ambady, Shih, Kim, & Pittinsky, 2001). Therefore, culture teaching can help prevent children from developing possibly faulty, twisted, and wrongful stereotypical assumption toward others with different cultural backgrounds at an early age.

While the English teaching community recognizes the equal importance on the development of culture and language ability even for young learners, yet it seems that the teaching of culture is often ignored or has not received adequate attention in L2 classroom. It is observed that in most ESL/EFL classrooms, more focus has been placed on the faculty of skill which emphasizes grammar and vocabulary knowledge (Bardovi-Harlig & Dörnyei, 1998). As for the case in Taiwan, Tsai (2002) pointed out four major problems that hinder the practice of cultural instruction in Taiwan, which include (a) the deficiency of teachers' cultural knowledge, (b) the inadequacy of cultural components in the English textbooks and teacher's manuals, (c) the difficulty in obtaining cultural materials and resources, and (d) the constraint of instructional time. Moreover, according to Chang (2010), most cultural contents for elementary school students lack cultural diversity because most of them are exclusively about American culture and are presented in short and facts-only sentences.

To the best of the researcher's knowledge, most of the cross-cultural projects in Taiwan are centered around the university student participants, and only a paucity of studies have dedicated to the studies on integrating culture into English learning for

children in Taiwan. Tsou's (2005) and Chang's (2010) studies are two of the rare examples. In Tsou's study, she adopted a quantitative method and investigated 109 fifth graders (55 students in the experimental group and 54 students in the control group) for a duration of one semester to examine the effects of culture teaching. The researcher along with the language teacher designed the materials and activities for the culture-based contents. The procedure of the culture instruction is summarized as follows (Tsou, 2005, p. 44):

1. Asking students to first think about what the topic meant in relation to students' own culture.
2. Presenting and discussing pictures, real objects or authentic materials from native or target cultures associated with the topics being studied.
3. Doing activities, such as mini-drama, fantasy experience, and comparing/contrasting processes.
4. Providing additional but relevant information about the topic being studied.

To ensure students fully comprehend the contents, Tsou also allowed students to use Chinese to discuss relevant cultural issues in class. The result showed that the cultural instruction not only enhances the experimental groups' language proficiency but also heightens their motivation toward English learning.

As for Chang's (2010) study, she adopted a qualitative case study to investigate the development of three sixth graders' intercultural communicative competence and their English learning attitude after they participated in a cross-cultural project that allowed them to use weblogs to communicate and interact with international partners. After five-month cross-cultural project, the result was quite appealing. On one hand, the participants' attitudes toward English learning were enhanced through the authentic interaction and communication with their international partners. On the

other hand, it showed that young as the participants were, they already demonstrated their development of ICC as they manifested their willingness and abilities to solve misunderstanding on cross-cultural issues, to reflect on their own culture, and to transfer from an etic to an emic perspective on cultural issues. On a final note, Chang concluded that to have a successful Internet-based cross-cultural project, the students need to be more autonomous and active to participate; also, the instructor needs to facilitate the students by being encouraging and resourceful through the whole process.

Both Tsou's and Chang's studies have provided some insight into ways of designing effective cultural curriculum aimed for young learners in Taiwan. Yet, just as both of them suggested, more studies are still in need to offer more empirical evidence about the effects of cultural instruction on language learning so as to get more teachers to integrate culture teaching in their classes.

2.3.6 Summary

In sum, based on the above-mentioned studies, the teaching of culture is crucial, and it is never too early to integrate culture teaching in early language education. Scant attention on culture learning may deprive the learners of the ability to act as culturally and socially competent interlocutors. An inadequacy of cultural competence may make the learners inadvertently manifest the ineptitude and result in misunderstanding and miscommunication in cross-cultural communication. As Bennett, Bennett and Allen (1999) warned, "the person who learns language without learning culture risks becoming a fluent fool" (p.237). Hence, if the ultimate goal of education were to create the global citizens who can function both linguistically and culturally appropriate and who embrace healthy attitude toward others and

respect others, the education that underscores the importance of both language and intercultural competence development can undeniably help realize the goal.

2.4 Summary of Chapter 2

In this chapter, the researcher first reviewed relevant studies on L2 motivation and attitude, concerning the common types of motivation and components of attitude. Also, the researcher presented the importance of these affective variables to the effectiveness and influence on L2 learning results. Moreover, a larger scope of this section is contributed to reviewing relevant studies on the theoretical framework of cultural teaching and learning in language education, bringing forth the need for further studies to fill the gap of cultural learning studies on children's English education.

2.5 Research Question

The research question aimed to achieve the objectives of the study is stated as follows: What is the development of the learner's attitude toward English learning throughout the IECT instruction? And to what extent does the instruction influence his English learning attitude?

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter consists of five sections describing the research methods employed in the study. The first section introduces the participant and the background of the case study, followed by Integrated English and Culture Teaching (IECT) instruction and materials development. The subsequent sections will describe in depth different sources of data collection, including teaching journals, student feedback sheets, observation, student interviews and parent interviews. Lastly, the chapter will end with the data analysis procedure.

3.1 Participant and Background to the Case Study

The participant was Patrick, an 8-year-old third grader in a public elementary school in Taipei city. While the researcher was looking for tutoring cases, she met Patrick's mother, Jennifer. When the researcher came into contact with her, she was at the time concerned about her child's English learning and was interested in the idea of having her son attend another English learning instruction to enhance his English learning motivation and performance. Jennifer was worried about Patrick's English learning condition because she observed that Patrick seemed to show a growing resistance toward English learning. For example, she found Patrick sometimes complained that the school material was easy and boring. Therefore, he seldom cared for spending extra time reviewing the school materials except for doing homework or preparing for the tests. Regarding the English class at the private English school, Patrick's mother claimed that even though the content was comparatively more difficult, it did not really motivate Patrick to learn English with

more enthusiasm. For example, she sometimes heard Patrick and his younger sister complaining to her that they got bored with learning English at school and cram school because they said they always recited the same sentence patterns and words. As a consequence of the unsatisfactory learning situations mentioned above, she found out that Patrick started to say that he liked the English class only when he joined the competitive games which were not usually related to English learning; otherwise, he seldom expressed any further interest in English learning. She was therefore worried that her son may lose interest in English learning, eventually causing his performance to decline.

Intrigued by Jennifer's concern, the researcher obtained Jennifer's approval and had an interview with Patrick to have a deeper understanding on his English learning situation. During the interview, Patrick expressed his opinion on English learning rather clearly. To the researcher's surprise, although Patrick was recognized as a good English learner who was cooperative in class, had good grades on English tests, and understood the importance of learning English, he however had rather negative attitude toward English learning. The following description presents in detail Patrick's three aspects of learning attitude based on the first interviews with him and with Jennifer respectively.

Affective aspect of English learning attitude

The researcher found that Patrick had strong negative attitude and had low opinion on English as a school subject. He reported that he did not consider English classes interesting at both the school and cram school and that he did not feel enthusiastic toward learning English at school or cram school. In fact, among all the school subjects, his favorite ones were always science and math, and he ranked

Chinese and English as the least favorites. He explained that although he liked doing those “light-hearted” activities, such as playing games and drawing in the English class, he felt the school English content for him was too easy. He even used the word “childish” to describe the learning materials used at school. He further explained to the researcher: “In school, we sing all the time, but the songs are very childish and not good to listen to.” As for the content in cram school, he thought it was more difficult and he could learn more words, but he still did not find it more interesting. He explained:

The teacher tests us all the time, and we need to write annoying worksheets . . . the worksheets that we have to write many sentences by ourselves and we have a lot of homework. (The first interview with Patrick, April 18, 2014)

Additionally, another reason that caused his negative attitude to the English classes was the regular, if not too much, spelling test, which was the activity he disliked most. He thought the spelling test required the effort to memorize, and he sometimes found it hard to spell words correctly and because of that, he simply hated it. Jennifer also revealed that if she and her husband asked Patrick to review for the spelling test, he usually just showed unwillingness and resistance. The process of accompanying Patrick to prepare for the test was sometimes, in Jennifer’s words, exhausting and annoying. She said:

Patrick needs more time to memorize the words. And usually when we helped him to review or ask him to keep trying whenever he misspelled the words

again, he would get very impatient and would even get upset and said he didn't want to. In the end, this made us very upset and annoyed, too. (The first interview with Jennifer, April 18, 2014)

Jennifer went on to explain that she thought Patrick would react so negatively toward English learning at school and cram school might be because he felt frustrated whenever he misspelled the words or because the school and cram school materials simply did not interest him at all.

Behavioral aspect of English learning attitude

According to Patrick's homeroom teacher's account on the student's report card, Patrick was described as a well-behaving student in class and a quick learner with mild-tempered personality and was popular among classmates. With regards to Patrick's own opinions, when asked about his learning behavior in English classes at school and cram school, he also said that he thought he was a good learner because he was attentive in the class most of the time. He also added that he thought so because he seldom put off his homework and would follow the teacher's instructions like repeating after them, doing the worksheet, and asking questions. Yet, cooperative as he was at school, he did not show further desire or interest in learning English after school. In other words, he did not care for engaging in any types of English learning activities whatsoever after the class. For example, he acted quite passively when doing English learning activities at home. Just as mentioned before, Jennifer reported that Patrick only did the homework that was assigned by the school teachers and would only spend little time preparing for the school tests. Besides from the passive reaction toward the schoolwork, he also had little interest in doing additional English

activities. For example, Jennifer said that unlike his sister, who had a habit of reading the English story books at home, Patrick seldom took initiative in reading the books himself. Patrick also responded that he liked to read but he preferred to read Chinese books because, in his opinions, the contents of the English story books were sometimes too difficult for him to comprehend. Thus, he would usually choose to look at the illustrations only and skip or ignore the words when reading the books.

Cognitive aspect of English learning attitude

As reviewed in Chapter Two, the cognitive aspect of attitude refers to the learners' beliefs, viewpoints, ideas, and perceived usefulness of the knowledge they receive. In light of Patrick's case, the researcher found his attitude toward English learning could be considered an appreciation based on practical purposes; he accepted learning English being important, yet his attitude did not translate into passion for the learning. He said he did not encounter much difficulty understanding what he learned in English classes, and although he did not like the spelling test, he could still manage to get good grades. What is more, young as he was, Patrick could already understand the usefulness of English and could give clear account on why he thought learning English was important and useful. For instance, Patrick reported in the interview:

English is important because if I learn English, I can talk to foreigners when I go abroad. And English can be spoken in every country. Also I can use English to search for different information online. (The first interview with Patrick, April 18, 2014)

He further added:

If I learn English, I can read English books because many books are written in English. And my mom said in junior high school, students need to memorize many words at once, so if I memorize more words now, I won't feel English is too hard. (The first interview with Patrick, April 18, 2014)

Based on Patrick's responses, it showed that he knew it was vital to learn English and by doing so he could gain many advantages. Nevertheless, the awareness of the usefulness of English in the future did not result in a more positive attitude toward his current English learning. As noted earlier, Patrick was not very interested in the school content because he thought it was easy; as a consequence, he did not think what he learned was of much use. For instance, when the researcher asked him about the content of the textbooks, he commented, "the contents . . . they are just easy and you don't need to think too much to get the answers, and I know the words when I was in kindergarten." It was also worth noticing that what Patrick considered to be "useful knowledge" was very limited in his current and past school curriculum contents. It seemed that he considered "learning new words," specifically the quantity of new words, as the sole criterion that defines whether the English lessons were useful or not. For example, Patrick thought he could learn more at cram school because he could learn new words, such as different actions, color, and animal names.

In sum, the foregoing description revealed that Patrick did harbor negative attitude toward English learning, and this situation conformed to what Jennifer claimed. Thus, in the hope of improving his negative if not aggravating learning attitude, the researcher then suggested to Jennifer a method, as an experiment, that she

could help facilitate and stimulate Patrick's English learning interest and attitude by integrating the cultural components into English learning. Jennifer expressed keen interest in the suggestion and after further discussion and more information from her about Patrick's English proficiency, the researcher obtained her approval and she was in agreement with having Patrick participate in a four-month private tutorial session (dated from April 22, 2014 to August 15, 2014). Additionally, Patrick's younger sister, Patricia, a seven-year-old first grader, also joined the entire tutorial session and engaged in the learning with Patrick together.

3.2 IECT Instruction and Material Development

The following section will introduce the designing principles, contents and activities, and teaching procedures employed in the IECT instruction.

3.2.1 Designing Principles

The researcher mainly adopted intercultural and cultural-specific perspectives as the guiding principles in the design of the cultural contents. As mentioned before, an intercultural perspective emphasizes "the encounter or interplay of cultures, including attempts to deal with, understand and recognize each other" (Risager, 1998, p.244), and therefore, the contents of the curriculum adopted different countries as the cultural information sources and included divergent cultural themes to allow the two young learners to compare the cultures with each other. In doing so, the researcher hoped this cross-cultural understanding strategy would not only raise their cross-cultural awareness, but also enhance their English learning motivation and attitude.

3.2.2 Contents and Activities

Regarding the contents of the material, the researcher adopted the contents and themes derived from grade 1 and grade 2 L1 Han Lin Mandarin textbooks (a textbook that is approved by the Ministry of Education in Taiwan and is widely used in public elementary schools). Two main reasons are behind the researcher's decision to derive the cultural learning contents from the L1 Mandarin textbook. First, as suggested by several researchers, culture instruction should include the content relevant and familiar to the learners (see Arries, 1994; Tsai, 2002). They also argue that it is vital to ensure the students to have the parallel understanding between the native and the target cultures. Hence, by teaching students the cultural issues that they have already learned in L1, the researcher can ensure that students would already have the prior knowledge of the cultural content to be taught in English, and the extended cultural learning through English may further strengthen the students' culture awareness on both the native and target culture. Second, as mentioned previously, the relationship between language and culture is analogous to two sides of the same coin; they are inseparable and deeply embedded with each other. Therefore, an English curriculum that is developed based on the content from the learners' mother tongue curriculum—a system that generally involves the exploration of varying levels of native culture, such as its values, beliefs, and behaviors—could help raise learners' intercultural awareness on both the native and target cultures at a more conscious level. Table 1 summarizes the cultural themes and general objectives of each lesson.

As for the activities used to realize the teaching objectives, the researcher designed various activities suitable for young learners, such as role plays, games, songs, stories, coloring, and other relevant activities commonly seen in the TPR (Total physical Response) methodology. They were used in different units to motivate the

learners and to build their learning via these activities.

Table 1 Cultural Lesson themes and Learning Objectives

Lesson and cultural theme	General Learning objectives
1. Greetings	<ul style="list-style-type: none"> ● Know different types of greetings that exist in the world. ● Understand greeting people being a polite behavior ● Recall and state different types of greetings. ● Understand different functions of “hello” and “good-bye”. ● Know how to greet in various ways. ● Be able to perform natural and appropriate greeting in English.
2. Animal sounds and languages	<ul style="list-style-type: none"> ● Compare the differences between the words used to describe different animal sounds in the world. ● Understand the fact that animal sounds can be described differently in different languages.
3. School rules (School life)	<ul style="list-style-type: none"> ● Recall and state school rules. ● Compare and contrast common school rules in both the Western (American and British) and Chinese classrooms. ● Understand the cultural fact that students at most American public schools usually wear casual outfits to school. Jeans, t-shirts, flip flops, are very common. ● Understand the cultural facts that asking questions is not only allowed, but expected in most American classes. ● Understand the basic characteristics of a global citizen (show respect and be responsible).
4. Kids and their toys around the world	<ul style="list-style-type: none"> ● Know seven continents. ● Develop the concept of “otherness” through understanding kids from different parts of the

(personal possession)	<p>world.</p> <ul style="list-style-type: none"> ● Learn to cherish and love what one has because there are always kids who have less or who belong to the have-nots.
5. Ride a bike	<ul style="list-style-type: none"> ● understand the virtue of “never give up” is highly valued in both Western and Chinese cultures.
6. Reading is fun (cultural story)	<ul style="list-style-type: none"> ● Know African environment (fruits and animals). ● Be able to understand not everyone lives under the same conditions (i.e., understand there are different types of houses, ways of dress, etc.).
7. The Sun and the moon (cultural story)	<ul style="list-style-type: none"> ● Compare and contrast the differences and similarities between the Korean myth and Taiwanese aboriginal myth about the origin of the sun and the moon. ● Understand general cultural facts about Korea, such as geographic location, food, and sport.
8. Fun games around the world	<ul style="list-style-type: none"> ● Know and compare different games played by children around the world. ● Understand general cultural facts about the UK and Brazil in terms of geographic location, food, and sport.
9. World’s favorite Food (interesting cultural matters)	<ul style="list-style-type: none"> ● Know some of world’s favorite foods. ● Know some of the most popular foods in Taiwan.
10. Chinese New Year & Christmas (custom and festival)	<ul style="list-style-type: none"> ● Understand certain Chinese New Year and Christmas traditions and customs. ● Compare and contrast the two festivals in terms of cultural facts, practices, and perspectives. ● Know how to express holiday greetings appropriately.

3.2.3 Teaching procedures

The teaching session lasted for about four months and there were two sixty-minute sessions each week. For the beginning of each lesson, the learners were asked to read the text from one lesson of the Mandarin textbook. The researcher then asked the learners what the text was about and then introduced the culture learning content. For example, in the first lesson “Greetings,” after the students read the Chinese text (see Appendix A for all the relevant Chinese texts in the Mandarin textbook), the researcher then asked the questions like “What do you say to your mommy and daddy in the morning?,” “Why do we greet to people?,” “How do people greet in Taiwan?,” and “What do we say and what gesture do we use?” After the learners answered, the researcher then told them that people in other cultures also greet but they may greet differently. It was therefore important for them to learn how to greet in different countries in the following class. Subsequently, the researcher would introduce some key words and sentences for the lesson. After the learners were familiar with the target vocabulary, the researcher then used different sources of materials, such as storybooks, video clips, and pictures associated with the cultural theme to enhance the learning content. Each lesson contained some cultural comparative activities in which the learners needed to write or to draw the differences between different cultural facts on the comparison chart. The learners were also encouraged to discuss or to give comments in Chinese. During the instruction, the researcher mainly spoke English but would also use Chinese to give some comments about the culture issues. Appendix B is the lesson plan of lesson one “Greetings,” which demonstrated how the researcher taught the lesson in a step-by-step manner. Other lessons were also carried out in a similar fashion in which every lesson plan includes teaching objectives, targeted words, sentence

patterns, and teaching procedures.

3.2.4 Validity of the Material

After designing the materials, the researcher gave the lesson plans to one native English speaker and a peer debriefer to examine the “correctness, appropriateness, and meaningfulness” (Ormord, 1999, P. 158) of the matching content. They were also asked to verify whether the designed materials correspond to cultural teaching principles. The researcher then made modifications based on their comments and suggestions. Finally, to ensure the teaching quality of the instruction, the researcher revised the teaching contents repeatedly and constantly based on the learners’ feedbacks reflected on the feedback sheets (see Appendix C) and also based on problems observed by the researcher herself in the class.

3.3 Data Collection

The current study employed multiple data collection methods, involving student feedback sheets, student interviews, teaching journals, and parent interviews to better compare different sources through which the findings and interpretation could be more credible (Denzin & Lincoln, 2005). Additionally, reflective journals were kept through the entire teaching session to not only gain the scope and depth of the analyzed data but also provide a more complete and solid-ground test for my conclusion (Becker, 1970). A detailed description of the specific data collection strategies are as the followings.

3.3.1 Feedback Sheet

The feedback sheet was designed by the researcher to keep track of the learner’s

responses and comments toward each culture learning lesson. The feedback sheet contained two main sections. The first section was the “Learning Progress” in which the researcher stated main learning goals in each lesson and required the pupil to self-assess his own learning in regards to listening, speaking, and cultural learning. The second section was the “Emotion diary,” which was designed to examine the participant’s learning attitude toward the IECT instruction. Also, there were questions requiring the participant to choose the activities he liked and disliked in the class. The researcher informed the participant that any comments, positive or negative, were welcomed.

The feedback sheet was distributed and collected after each lesson was taught as the source for data analysis. It was also used to help sort out teaching issues, i.e., whether the planning and the teaching strategies could really draw his attention or learning interest (see Appendix C for the example of the feedback sheet).

3.3.2 Teaching Journal

The teaching journals, maintained on a weekly-basis, were a compilation of reflection on my teaching methods, experiences, thoughts, and observations of the participant in the class throughout the teaching session. The researcher recorded in the teaching journals her own attitude toward the data collection process, the administration of instruments, and any problems and difficulties confronted in the practice of IECT. Reflection process is a vital element and an effective strategy in qualitative studies for it helps the researchers to orientate themselves and to get a closer look on their experimental practices (Hoban & Hastings, 2006; Reason & Reason, 2007). Therefore, based on the reflective practice by keeping journals, the researcher could (1) develop new strategies to improve and adapt her teaching, (2)

explore the ways to adopt the teaching practice more effectively and (3) analyze the role that cultural teaching plays in influencing students' learning attitude.

3.3.3 Parent Interviews

To elicit more information in terms of the learners' learning background, attitude, and feedback to the instruction, parent interviews were conducted before and after the instruction. Questions, such as “Did he talk about how he felt about the English class?,” “How does he usually react when he comes to the English class?,” “Did he show engagement or interest in doing the assigned English homework?,” and “Did he use or speak the English words, sentences learned in the class at home?” are asked during the interview. Additionally, since the interviews were semi-structured in essence, follow-up questions, such as “What kind of affective responses and attitude does he give toward English learning under this instruction and setting?,” and “Are they positive or negative? For example, does he show desire and enjoyment in English learning?” were added up to derive a clear picture of the learner's overall motivation and attitude outside the classroom. The interviews were transcribed for analysis.

3.3.4 Student Interviews

The researcher conducted two student interviews before and after the instruction (see Appendix D and E for the interview questions). The objectives of the interviews were to elicit more in-depth verbal data from the participant. Both the pre and the post interviews contained the sections to ask the learner questions for probing into his English learning attitude. The post-interview was conducted after the instruction to specifically investigate the learner's learning attitude toward the IECT instruction. The questions about the general English learning attitude are adopted and adapted from two main sources: (a) Enever's (2011) interview questions for children in the

ELLiE project, a trans-national and longitudinal project that aimed at researching young children's motivation and attitudes toward their FLL learning and teaching, their preferences for classroom activities and learners' self-concept, and (b) the Attitudes of EFL Secondary School Students towards Learning English Language Questionnaire designed by Abidin, Pour-Mohammadi and Alzwari (2012).

Moreover, the researcher also conducted short interview sessions in Chinese from time to time after some classes to ask questions related to the learner's opinions reflected on the worksheets to clarify problems and to let him talk about any opinions he had for the class.

3.4 Data Analysis

Qualitative data analysis includes a systematic and ongoing examination of the collected data to search for patterns, themes, and insights about the phenomena being studied (Creswell, 2007). In the following sections, the research will describe her data coding and analysis source, followed by the procedures of data analysis.

3.4.1 Data Coding and Analysis Source

To address the research question: What is the development of the learner's attitude toward English learning throughout the IECT instruction? And to what extent does the instruction influence his English learning attitude? The researcher, based upon the language learning motivation and attitude literature reviewed previously, put specific focus on investigating the learners' learning attitude in terms of the three aspects of learning attitude— affective, behavioral, and cognitive aspects distinguished by Wenden (1991). To measure the learners' attitude based on these three components, Abidin, et al. (2012) designed a set of attitude questionnaire

aiming at investigating students' attitude toward English learning. Their questionnaire adapted some of Gardner's (1985) Attitude and Motivation Test Battery (AMTB) and Boonrangswr, Chuaymankhong, Rermymindee, and Vongchittpinyo's (2004) questionnaire items. There were a total of 45 items regarding the three aspects of learning attitude. Since the questionnaire provided short but clear description of the three attitude aspects, the researcher used it as sorting a device to categorize, identify, and find instances from the researcher's journal, student feedback sheets, and results of the interviews as supports to interpreting and explaining the learner's change of attitude.

Lastly, to further strengthen the trustworthiness of the analyzed data, a peer debriefer was invited to examine the research, and ask questions about the research.

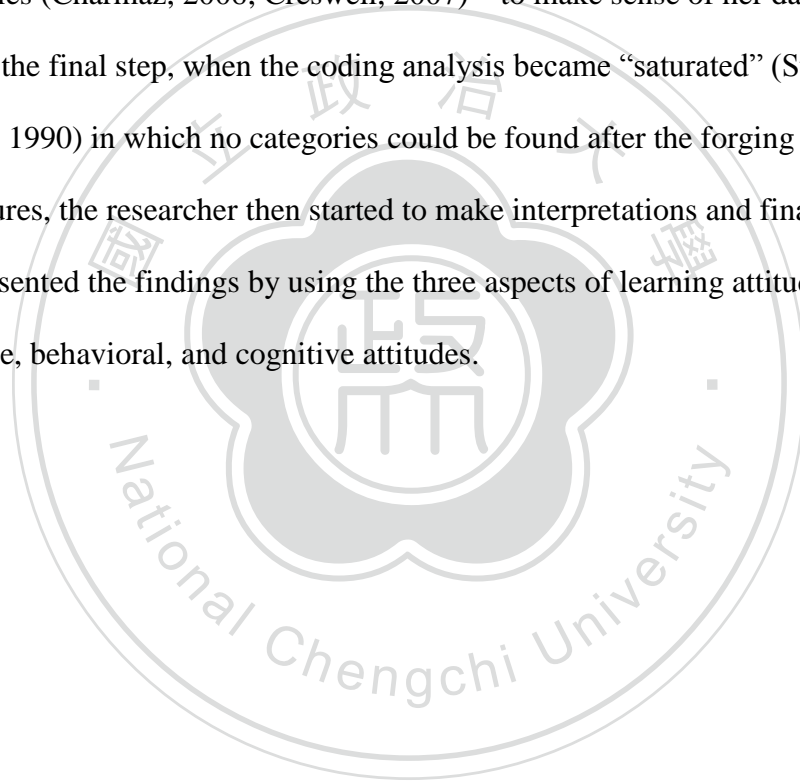
3.4.2 Procedures of Data Analysis

To ensure a systematic and consistent data analysis process, the current study employed Creswell's (2009) six steps of qualitative data analysis process and adapted it by adding Strauss and Corbin's (1998) three stages of coding—open coding, axial coding, and selective coding—into the steps.

In step 1 *Organize and prepare the data*, the researcher organized her data on a weekly basis in which the researcher jotted down her reflective journals and typed up notes and memos. In step 2 “read through all data,” in addition to examining all the collected data, the researcher did the open-coding task simultaneously to record what she observed. This procedure allowed the researcher to constantly reflect on her data and helped her identify any emergent patterns, categories, or theme of her data. In step 3 “Begin detailed analysis with a coding process,” besides memo writing, the researcher also conducted axial coding, the process of categorizing various codes in

terms of the relationship and connection between them, to deepen the analysis. In step 4 which involves the “use of coding process to generate a description of the setting or people as well as categories or themes for analysis” (Creswell, 2009, p.189), the researcher continued writing memos and repeated axial coding to generate descriptions. In step five 5, it is suggested that researchers advance the description and themes by using a narrative passage; therefore, the researcher started selective coding—a procedure for building a theory, story, or idea that connects the categories (Charmaz, 2006; Creswell, 2007)—to make sense of her data.

In the final step, when the coding analysis became “saturated” (Strauss & Corbin, 1990) in which no categories could be found after the forging comparison procedures, the researcher then started to make interpretations and finally organized and presented the findings by using the three aspects of learning attitudes, namely affective, behavioral, and cognitive attitudes.





CHAPTER 4

RESULTS

4.0 Introduction

In this chapter, the researcher will provide the results based on the data collected. Section 4.1 to Section 4.2, aiming to answer the research question, will depict the development of Patrick's three aspects of English learning attitude evolved through the instruction. Two stages, "the first three months," and "the last month" of the instruction, are divided and delineated separately to provide a fuller picture of Patrick's attitudinal change and development.

As stated above, the detailed background check through interviews with Jennifer and Patrick himself prior to the instruction revealed an undeniable fact that Patrick lacked interest and had relatively negative attitude toward English learning. On the behavioral aspect of learning attitude, though he was a cooperative learner in the class, he did not have interest in engaging additional English learning activities after class. Besides, for the affective aspect, though he liked certain types of English learning activities, he still harbored a negative attitude toward learning English within the school and cram school contexts mostly because he thought the contents were not challenging enough and did not contain very useful information that could attract his attention. Finally, concerning the cognitive attitude, he did not think what he learned at school and cram school was useful. These responses confirmed the concerns Jennifer raised prior to the instruction in which she claimed that the kid was bored with learning English at school and cram school. However, after four-month IECT instruction, it was observed that Patrick's once negative learning attitude underwent some perceptible change. The subsequent section described in detail Patrick's IECT learning journey and how IECT played a role casting impact

on his English learning attitude.

4.1 The First Three months of the Instruction (from April 22 to July 22)

Behavioral aspect of English learning attitude

For the first three months of the instruction, Patrick's behavioral learning attitude remained similar. On one hand, conforming to what his school teacher described, most of the time he consistently acted as a cooperative learner who followed the researcher's orders and participated in class activities. Although occasionally he still got distracted by making comments not relevant to the class or squabbling with Patricia, he did not misbehave in any way so serious that would disturb the class.

On the other hand, concerning the after-class behavior attitude, although it was observed that when intrigued by certain lessons he enjoyed in the class, Patrick reacted with more enthusiasm and made additional effort extending his learning after class, he did not show consistent and significant attitudinal change. For example, in lesson three "Animal Sounds and Languages," the researcher used the viral song "What Does the Fox Say" to teach them the animal sounds. Since the song was quite long and contained some difficult words and sentences, only the first paragraph of the lyrics was taught and used as the learning material. To the researcher's surprise, after the first part of the lyrics was taught, Patrick, who claimed in the pre-interview that he did not like singing English songs, memorized the whole lyrics by himself. When asked to sing alone in the class, he sang with confidence and sang particularly loud in the chorus part. Jennifer later told the researcher that after the song was introduced in the class, Patrick asked her to let him watch more similar music videos online, and he ended up having fun enjoying those videos one after another. However, his positive and active reactions toward this lesson did not therefore have much influence on his

overall behavioral learning attitude at the stage. His after-class behavior was similar to that in the previous stage in which he usually would just finish the assigned homework and showed no tendency to engage in extra English learning activities. Besides, Jennifer also reported that she did not find Patrick had any obvious behavioral change after the class.

Affective aspect of English learning attitude

Regarding the affective aspect of learning attitude at this stage, Patrick's attitude remained the same regarding his reaction to the types of the learning activities he favored and disfavored. However, what showed sign of change was his growing positive feedback to learning English in class.

Conforming to what Patrick reported previously, Patrick did show more positive response to those comparatively light-hearted activities, such as watching the video, drawing, and playing games but reacted negatively toward other types of activities requiring more effort. For example, the researcher observed that when playing the videos, Patrick always paid attention to the contents and sometimes made comments or even took notes on what he watched on the video. As observed in lesson five "Ride a bike," when the researcher played a story video and asked the kids to pay attention to what the characters can and cannot do, Patrick's reaction surprised the researcher. She later recorded on her journal that:

Once he heard what I said, he took out a piece of paper and wanted to take notes. Actually I didn't intend to ask them to jot down the notes, but he just took the notes by himself. When he was watching the story video, he was very concentrated and kept jotting down the notes and asked me how to spell some

words. After the video, he was also eager to raise his hands to answer my questions related to the video. (Journal entry 13, June 17, 2014)

Additionally, he reacted more excitedly whenever there were activities that required him to compare and guess various cultural features. For example, in some lessons “Guess cultural facts” was used as the warm-up activity to activate the kids’ background knowledge of the target culture. Different questions related to the culture would be presented in the slides, and the kids would need to guess and choose the right description about the culture. For instance, when introducing Brazil in lesson eight “Fun Games around the world,” the researcher showed the pupils the pictures of a soccer ball and a baseball and asked the pupils to guess which sport is the most popular in Brazil. When doing this type of activity, Patrick was very engaged: he said out the answer and showed great content and felt proud of himself whenever he guessed the right answers. His interest in this type of game was also reflected in the feedback sheet in which he started to rank “Guess cultural facts” as his favorite activity.

On the other hand, as for the types of activities that required more effort to prepare and to labor, such as reading, writing, and preparing for the tests, Patrick’s reaction still remained negative. For instance, he sometimes reported that he did not like to read some stories because he said, “There are too many words.” Also, he continued to react negatively to the spelling tests. For example, the researcher gave the kids a spelling quiz that usually required them to spell less than five words each time in the beginning of the class. The quiz was mainly used to help them review what they learned in the previous class, so they could know what words to prepare, and it was thus not very difficult. Yet, unlike Patricia who could always spell all the

words correctly, Patrick usually just got two words out of five correct; this showed that he did not really spend time preparing for the quizzes at home. Moreover, on another test used to assess their learning progress approximately after the first month of the instruction (May, 21, 2014), Patrick also showed unsatisfactory performance on the spelling part. The test was categorized into three main sections: speaking, vocabulary, and cultural facts. The speaking and cultural facts sections required the children to answer questions orally, and the vocabulary section required them to read aloud the Chinese words in English. Spelling the vocabulary was optional but would be awarded extra points as an incentive. The test result indicated that Patrick did well on the oral sections, but for the spelling one, he only spelled eighteen words correctly out of forty-five words, whereas his younger sister almost correctly spelled all of them. The result once again showed that Patrick did not put much effort memorizing the spelling of the words. His dislike for the spelling was also reflected on the feedback sheet in which he once responded that he did not like the spelling test because he thought it was too stressful.

However, though at this stage there was no obvious sign on attitudinal change regarding Patrick's preferences to the learning activities, what changed was his consistent and growing positive feedback to learning English in class. During the very first three months of the instruction, Patrick consistently reported to have good mood by circling smiley faces on the feedback sheet. Sometimes he wrote, "because I didn't feel unhappy [about myself]," as the reason to explain why he felt good about the lesson. What is more, later at the stage, Patrick also exhibited more perceptible emotional change by leaving positive comments to the IECT instruction. At the first few weeks of the instruction, Patrick did not really leave any comments to the question, "How do you feel about the class?", on the feedback sheet except circling

the smiley faces. However, approximately two months after the instruction, he started to comment differently and gave more positive feedback to the instruction. For instance, he wrote, “[I] can do different activities,” “The activities are fun,” “I like to listen to the story,” and “I like the English class” as the reasons why he felt the class was interesting.

Cognitive aspect of English learning attitude

Similar to the previous stage, Patrick claimed he did not consider English complicated and difficult to learn: he always wrote, “No!” in response to the question, “Do you encounter any difficulty in the class?” on the feedback sheet. Yet in terms of the perceived usefulness of the English learned in class, Patrick exhibited a positive change of attitude on this stage.

As mentioned previously, Patrick did not think what he learned in the English classes was very useful because the contents were either boring or easy for him. During the first few weeks of the instruction, Patrick did not respond much to the question that was meant to delve into his opinions about the differences between the IECT instruction and other English classes. He either left the question unanswered or simply commented that he felt the English classes were all the same. Around the seventh week of the instruction, however, Patrick started to make comparisons and made different comments. For example, he began to respond that he thought the IECT was more useful because he could learn more new words and could also learn how to spell them. Besides, another difference he made was that he felt the IECT was more difficult compared to other English classes. That being said, a higher level of difficulty did not create a negative learning attitude; instead, the material that contains more challenge actually made him feel more useful. It was however worth

mentioning that his concept of “being useful” was still confined exclusively in learning new words instead of learning other information or knowledge.

4.1.1 Summary of Stage One –The First Three Months

All in all, up to this stage, some aspects of Patrick’s learning attitude remained similar but others showed signs of positive change. Behaviorally, though he showed willingness and interest in doing related English learning activities after class, he did not show consistently active and positive after-class behavior. Affectively, what remained similar at the stage was Patrick’s preference toward the activities; he still favored those light-hearted actives and did not show any more positive reaction to other types of activities. Yet, one different change was that he already developed more positive attitude to English learning by giving good comments to the IECT class. At last, cognitively, he began to feel what he learned in IECT was more useful than his other learning experiences, for he could learn new words.

4.2 The Last Month of the Instruction (from July 25 to August 15)

Behavioral aspect of English learning attitude

At the last stage of the instruction, in addition to being consistently attentive in the class, Patrick showed a more positive attitude change on the behavioral aspect of learning after class.

As noted before, in the previous stage, Patrick’s behavioral learning attitude did not show much change, though he showed willingness to engage in extra English learning activities like watching the videos related to the class materials after the class. As of the current stage, however, Patrick developed a more active learning behavior whereby he attempted to do different English learning activities by himself. In the

post-instruction interview, when asked about whether he thought he made any change on his English learning behavior, Patrick responded that he began trying to read the words in the English story books (before he tended to read the pictures and skip the words). He explained to the researcher that the reason why he started to try reading the words was that he thought since he already learned more, he might therefore be able to understand more about the books. That is to say, after four months of instruction, Patrick built more confidence in his own English ability. This self-confidence boost in turn motivated him to make attempts on additional English learning activities that were once prohibitive to him.

Another positive change on this facet was also evident in light of Patrick's after-class behavior. On the post-interview, Jennifer reported that according to her observation, Patrick's behavioral learning attitude improved because she found out Patrick used English he learned more frequently at home than before. She reported:

[What he has changed is] He would speak English in his daily life, like he would use the words he learned to make some funny sentences. For example, yesterday when he was preparing for the test, he confused the words "change" and "become," so I made a sentence to tell him the difference, like "Patrick became a dog" then he started to make many silly sentences himself and had a great laugh." (The second interview with Jennifer, August 25, 2014)

Jennifer also added that sometimes she found Patrick popped out some English words in daily life and told her that was what he learned in the class.

To sum up, at the last stage of the instruction, Patrick showed positive behavioral aspect of English learning attitude by being more confident in involving

English learning activities after class and by showing the tendency to use English more frequently in daily life.

Affective aspect of English learning attitude

During the last period of the instruction, it was discovered that Patrick showed impressive change in regards to his affective learning attitude. Similar to the previous stage, Patrick maintained excellent state of emotion in the class. But what became significantly different was that he not only became more willing to prepare for the activities he used to resist but also demonstrated more interest in English learning.

As noted before, Patrick merely preferred those light-hearted, game-like activities but felt stressed and reacted negatively to those that required his effort to memorize or to prepare. Nevertheless, in the end of the class he showed a palpable change of attitude toward the activities he once disfavored. For instance, during the post-instruction interview, when asked to talk about the least favorite parts of the instruction, Patrick answered assuredly, “Everything is fine.” He maintained his positive answer even after the researcher further delved into his opinions about the spelling tests, reading, and writing exercises. In fact, Jennifer, who also witnessed this finding, voiced her surprise at how different her son’s emotional response became in the post-instruction interview:

Patrick did change a lot. It’s like he has become more willing to memorize words and would not simply say he doesn’t want to do it . . . like when he was preparing for the [IECT] final test the other day, the amount of the vocabulary is a lot and is actually quite difficult for him. And had it been before, he would be whining

about how he did not want to do it. But he did not react like that and was really trying his best to memorize the words. (The second interview with Jennifer, August 25, 2014)

Jennifer went on to point out that although when preparing for the test, Patrick did not spell all the words correctly, yet he remained patient and practiced spelling the words two or three more times. She concluded in a surprising tone:

Before he didn't even want to prepare for just ten words for the school, so it's hard to imagine he was willing to prepare for so many words all at once. (The second interview with Jennifer, August 25, 2014)

Besides showing more willingness toward the preparation of the tests, Jennifer also found that Patrick revealed more positive attitude toward homework: he not only became more willing to do it but also did it with more enjoyment. She added:

Also, he became more active to prepare for the homework. He particularly enjoys the homework that requires him to ask the family members some questions. He thinks it's interesting. It's like he is a teacher and he is testing us. When we don't know the answers and get the answers wrong, he would look smug and write the words like "Bad Jennifer" or something on the worksheet. It's like he really enjoys it! (The second interview with Jennifer, August 25, 2014)

In addition to the manifestation of more positive reaction toward more varieties of

English learning activities, Patrick's change of the affective attitude could also be seen from his growing interest and desire to have more IECT class. During the interview, when asked about whether he expected to attend English class, he answered positively but added, "not the school one, because it is not that fun." Moreover, he left more and exclusively positive comments on the section that asked his opinions about the differences between the IECT and other English classes. For example, he thought the IECT was more interesting because he wrote, "The English class at school is boring," "The school content is too easy," and "cram school is bad." There was also one time he simply drew a thumb down icon next to the words of "cram school" to show his dissatisfaction.

Moreover, Jennifer revealed that as the end of IECT instruction drew near, Patrick showed his concern and kept asking her if he could continue to attend the IECT class; Patrick's anxiety of losing this IECT opportunity corroborated statements and findings presented thus far in this research. She said it was after she assured him that he would continue the class, he then showed signs of relief and told her he would like to have more IECT classes and did not want to continue his English class at cram school.

In sum, at the end of the instruction, Patrick's willingness to engage in different types of activities and his displayed desire to have more classes clearly showed the positive development of his aspect of affective learning attitude.

Cognitive aspect of English learning attitude

Compared to the previous stage, Patrick's cognitive learning attitude also demonstrated some more positive change. As noted before, although Patrick started to recognize the IECT lessons as more useful and helpful, his conception of being useful

was still confined within the spectrum of learning new words, as if the more the number of the words were learned, the more useful the lesson became. However, at this stage, Patrick gave different comments and responses that indicated his change of attitude toward the usefulness of learning English in the class.

For instance, on the feedback sheet, he began to include the new information he received or knowledge he gained in the class as the reasons why he thought the class was useful. For example, he responded, “I think the class was useful because I can gain knowledge of different games,” “I can know different countries’ special features,” and “I can know different countries’ cultures, like let the window open to let the old year leave.” Additionally, during the post-interview, he also agreed that learning English made him more knowledgeable because apart from learning new words, he could also learn various cultural features and facts about different countries. Furthermore, a conversation he had with Jennifer’s friend shed lights on Patrick’s positive opinions about the usefulness of the IECT class. According to Jennifer, when her friend asked Patrick how he felt about the IECT class, Patrick straightforwardly responded that he felt learning outside was a waste of time, and he found himself learning more different and useful things in IECT class.

Seen in this regard, we can say that in contrast to the previous stage, Patrick deepened his awareness of the usefulness of English learning; that is to say, for him, learning English was useful not merely because he could acquire the English names of different things but also because he could gain real knowledge about the world.

4.2.1 Summary of Stage Two—The Last Month

To conclude, as summarized in Table 2, at the last stage, Patrick demonstrated discernible signs of positive development on the three aspects of the English

attitude. Firstly, on the aspect of behavioral learning attitude, he demonstrated positive behavioral learning attitude by showing the willingness to do additional English activities after the class such as reading English books. He was also observed to have developed higher frequency in using English more in daily life. Secondly, on the affective aspect of learning attitude, the most salient change was that he became more willing and patient to engage in certain activities that he once disliked and resisted. It was also at the stage he started to reveal more interest in English learning by showing desire to have more IECT classes. Lastly, Patrick also showed positive change on the aspect of the cognitive learning attitude, evidenced by his increased perception toward the usefulness of English learning via the IECT instruction.

Table 2 *The Summary of the Development of the Learning Attitude Over the Course of the Instruction*

Stage Learning attitude	Before the instruction	The first three months of the instruction	The last month till the end of the instruction
Behavioral	-was seen as a cooperative learner	-remained cooperative	-remained cooperative
	-showed no interest in doing any types of related English learning activities after class	-remained similarly passive to after-class English learning activities	-became more active to try engaging in different extra English learning activities after class -used English more often in daily life

Affective	- reacted positively to the light-hearted activities but showed resistance preparing for tests or memorization activities	-still reacted positively to the light-hearted activities but kept showing resistance for test preparation or memorization activities	-showed positive reactions to both light-hearted and memorization activities and became willing to prepare for the test without being impatient
	-had negative response to English learning at school and cram school	-showed positive reaction to the IECT instruction by giving positive comments and expressing good moods	-continued to give more positive comments for the IECT and expected to have more IECT classes
Cognitive	-didn't think English was difficult	-didn't encounter difficulty learning English	-still didn't encounter any difficulty
	-thought English learned at school and cram school was too easy and was only useful when he could learn new words	-thought the IECT material was more difficult and useful because there were more words to learn	-kept thinking the IECT material was more useful not only because he could learn new words but also because he could learn different world knowledge

CHAPTER 5

DISCUSSION

5.0 Introduction

Chapter Four indicates that Patrick's overall attitude toward English learning demonstrated substantial improvements over the course of the instruction. This chapter continues to discuss in depth the significant themes and emerging issues pertaining to the results of the current study.

Examining the case of Patrick's attitudinal development toward English learning was a short but insightful journey that has shed some light on various aspects of young learners' L2 learning. The findings highlight the influence the IECT instruction has upon Patrick's English learning attitude and show that Patrick's English learning attitude underwent impressive and noticeable change. This positive change lends support to the theoretical assumption that the integration of culture with language learning can lead to heightened motivation and improved learning attitude (Brooks, 1997; Hadley, 2001; Hammerly, 1982; Tsou, 2005). Based on the results, the study yields five cogent interpretations to explain the possible reasons and factors that may contribute to Patrick's positive change.

5.1 "Useful" Cultural Contents Make Learning More Meaningful

In the last stage of the IECT instruction, it was witnessed that Patrick's positive change of attitude was closely related to his change of opinions on the cultural materials. He felt positive about the IECT lessons in that he could learn various useful knowledge, such as different countries' special features, world knowledge, and cultural facts. For example, based on the post-interview and feedback sheets collected throughout the entire teaching session, lesson eight "Fun Games Around the World"

and lesson nine “World’s Favorite Food,” which introduced various cultural facts, were ranked as two of Patrick’s favorite lessons. Lesson nine featured some of the world’s favorite foods and some of the most popular foods in Taiwan. In this lesson, the researcher first asked the learners to guess what food is the most popular in a specific country, and the learners then guessed and used an on-line world map that listed different countries’ favorite foods to find out the answer themselves. Afterwards, the learners then moved on to guess some of the most popular Taiwanese foods and created their own food map by listing their own favorite Taiwanese dishes. Lastly, the learners, as little “culture experts” used their world maps to ask other family members to guess different countries’ favorite food and recorded their answers (see Appendix F for Patrick’s work). Patrick responded in the feedback sheet that he liked the lesson because he said, “[I can] know what people in different [countries] like to eat. It’s new.” Also, in the interview, he mentioned that this was one of his favorite lessons in that he could learn something different. As for lesson eight, it introduced three different games played by children around the world. Its main teaching objectives were to make the learners know what traditional games children play in their countries and at the same time introduce general cultural facts about those countries in terms of geographic location, food, and sport. Before playing the game, the learners first guessed the cultural facts about the country. Then, the researcher showed them how to play the game either by the instructional videos or the reading instruction. Afterwards, the learners played several rounds of the games. The follow-up activities required them to ask each other questions about the cultural facts in assigned sentence patterns and to do cultural facts puzzles. During this lesson, both Patrick and Patricia revealed great enthusiasm and were highly active in each activity. Their exciting response toward the lesson was recorded in the researcher’s journal:

The kids and I had a blast for today's class! Today's class was about introducing and playing the game "Pass the parcel" originating from the UK. The kids were very engaged and they enjoyed themselves from the beginning to the end. Before playing the game, I first asked them to make a guess about the British cultural facts, and they were both attentive and they thought hard to make the guess.

When the last puzzle was solved, Patrick even sighed and grumbled, "What? No more?"—obviously he was looking forward to answering more questions! Then, it was the highlight of the class—playing the game "Pass the parcel!" . . . The kids responded very exciting . . . when it was their turn [to open the parcel]—their eyes were widened and they tore the gifts like the predators ravaging their prey, fast, and brutal! (Journal entry 18, July 25, 2014)

Patrick reported in the feedback sheet that he loved the lesson of playing cultural games because it was fun to know what games other children played in the world, and he also enjoyed guessing cultural facts—the activity that could let him know more about different cultures. He thought they were useful, and he would like to have more of these activities in the future lessons.

Based upon the aforementioned examples, the researcher concluded that those cultural information, facts, or knowledge that were new to Patrick and that he could learn something from successfully seemed to best draw his attention; they drove him to participate in the class with positive reaction and ardent interest. In other words, the incorporation of culture to language learning makes English learning more meaningful. English is no longer a subject that is mostly about learning how to say different things in English, but a subject that contains other useful knowledge. As reviewed in Chapter Two, Kramsch (1998) indicated that culture learning can make

language learning more meaningful and interesting in that students' focus has been transferred away from linguistic structures. In fact, Kramsch's idea of the "focus-shifting" or the idea of learning "something else" in language class instead of merely learning the language itself is not a new concept, and it finds resonance in one of the most popular teaching approaches in second language teaching in recent years, the Content Language Integrated Learning (CLIL) (see Coyle, Hood & Marsh, 2010). CLIL is a form of bilingual program, and its fundamental theoretical underpinnings serve as a great example to illustrate how the integration of another subject into English learning motivates the students and thus improves their learning attitudes and even learning results.

In CLIL program, language becomes a mediating tool through which students acquire knowledge of other contents, such as math, science, art, geography, history, and so on (Coyle et al., 2010). A number of studies have shown numerous benefits that effective CLIL curricula can bring to students, including higher motivation, better writing skill, deeper intercultural understanding, and more fluent oral communicative ability, to name a few (see Airey, 2009; Coyle, 2005; Coyle et al., 2010; Dalton-Puffer & Smit, 2007; Dalton-Puffer, 2010; Gracia, 2009; Lehtse, 2012). Among them, heightened motivation is considered one of CLIL's most salient features (Coyle et al., 2010). According to Dalton-Puffer (2011), CLIL boosts students' motivation to learn language more meaningfully, for students' learning focus is shifted from the linguistic structure to the meaning. As Dalton-Puffer and Smit (2007) commented, the language program that takes a dual-focus approach like CLIL, "gives the use of the foreign language a purpose over and beyond learning the language itself" (p. 8).

On the same token, in IECT instruction, the pluralistic cultural contents are

similar to the subject-matter that was embedded in the language classes and that provides Patrick with another focus in the class. Learning English along with the acquisition of additional new contents therefore makes him feel the class more meaningful and useful. The English class is no longer about singing songs made for pedagogical purposes or about memorizing and recognizing the sounds and meaning of different words; instead, it is about exploring and acquiring knowledge that can broaden his world view. In other word, the learning attitude is changed because the meaning, triggered by the curiosity about what things are like in different places, is created.

5.2 Culture Learning Strengthens the Purpose to English Learning

Throughout the instruction, it was observed that Patrick experienced a behavioral transformation by which he became more motivated to engage in activities he once resisted and also started to take initiative in taking on additional English activities after the class. His increasingly proactive learning behavior reflects the fact that culture learning strengthens his sense of purpose in learning English.

As mentioned previously, in the pre-interview, when the researcher asked Patrick why he needed to learn English, he responded that he needed to learn it because he could use English for some utilitarian purposes, such as being able to talk to foreigners when going abroad, using English to search for different information online, and preparing for the future tests. In other words, prior to the instruction, Patrick's motivation to learn English tended to be instrumentally oriented as in line with what the L2 motivation theory prescribes. As reviewed in the second chapter, instrumental orientation refers to the desire to learn a language due to practical reasons, for example, fulfilling educational, or career goals (Brown, 2007).

Nonetheless, in the post-interview, in addition to reiterating the utilitarian purposes, Patrick also added that he learned English because he also liked to make friends with children with different cultural backgrounds. The following instance from the interview transcription shows how Patrick explained his desire to know others from different cultures:

Researcher: You said you want to make friends with English speaking children, can you tell me why? What do you want to learn from them?

Patrick: I want to learn something from them...want to learn something about their countries... [and their] experience! (The last interview with Patrick, August 24, 2014)

The response indicated that Patrick's intention to learn English was not purely dominated by the utilitarian reasons, for he revealed a desire and interest to interact with others from the L2 community and to make friends with children with different cultural background. That is to say, after the IECT instruction, in addition to entertaining more utilitarian purposes, Patrick also developed more "integrative oriented motivation," defined as one's positive affective feelings that make him/ her have the desire to interact or to blend in with people in the L2 groups (Brown, 2007).

As Gardner (1985) enlightened in his renowned socio-educational model of second language acquisition, learners with integrative orientation can reflect positive attitude and interest towards that language community, and this sense of openness can also make them have more open-minded attitude toward other language groups as well. According to Brown (2007), it was confirmed that both instrumental and integrative motivations help improve learning results in language learners in the field of SLA. Although thus far Patrick has only had limited opportunities to engage in real

intercultural communication with other children from different countries, the seed of having an open-minded attitude to know other cultures—a healthy attitude that helps mold a cultured global citizen—has however germinated in his young mind. And with the emergence of more goals to learn English, it is reasonable to argue that Patrick would have heightened English learning motivation that may further sustain and support him in navigating through the journey of English learning.

All in all, the findings suggest that the emergence of a more integrative oriented motivation, to a discernible degree, has helped boost Patrick’s once negative learning attitude; the gain of the motivation in turn bestowed upon him the new purposes to learn English with more patience and willingness.

5.3 Authentic Materials Make Learning More Interesting

As noted before, prior to the IECT instruction, Patrick gave a rather negative feedback to the English materials he used in both school and cram school. Specifically, he pointed out that the material was boring because he “sings all the time.” Based on this response, it was first assumed that Patrick may simply have a lack of interest in the singing activity itself. During the IECT instruction, however, Patrick did not show resentment to singing; instead, the researcher later discovered that one of the activities he enjoyed the most was learning the song, “What Does the Fox Say.” To clear out what has caused such a difference, the researcher read through Patrick’s English textbooks used at his school for the third graders, and found that even though each unit was short, there were two songs to sing in each unit. The songs were mainly created to help students practice target sentence patterns, so the lyrics contain many repetitive sentences. For instance, the lyrics of one song wrote:

I have a ball. I have a ball. I have a ball. Now let's go! Let's go to the park!

Let's go to the park.

For other units, some lyrics were so long that they covered the whole page with similar and repetitive sentence structures. Besides, regarding the tune and tempo of the songs, although they were usually light and rapid and may create a lively and cheerful mood for the listeners, they were highly identical. The high frequency of using these highly repetitive lyrics along with the comparatively similar tunes may therefore cause boredom in Patrick. On the contrary, for the song "What Does the Fox Say" which Patrick adored, despite the fact that it also contains repetitive and similar sentence structures, it is nevertheless a real-life popular electronic song with catchy tunes and funny video. Such being the case, it is fair to say that it is not singing itself that Patrick dislikes, but it is singing those songs which were purposely made for pedagogical purposes and were devoid of the genuine musical and artistic features that deprives him of the fun of singing and learning.

Patrick's preference over this song, in fact, illustrates the point of how the use of authentic materials benefits and facilitates L2 learning. According to Nunan (1999), authentic materials refer to any forms of real-life spoken or written resources, such as videos, newspapers, magazines, music, and radio programs that are originally produced and created for the use of native speakers and not for the use of teaching. Similarly, Widdowson (1990) defined authentic materials as the materials designed for native speakers of the target language, and when they are adopted in the language classroom, they are used in a way similar to their original purposes. A number of researchers have studied the impact of using these different forms of authentic materials on EFL learners. To date, it has been widely agreed that the adoption of

these genuine and unabridged materials can bring about profound effects on learners. For example, Berardo (2006, p.64) identified the following advantages of adopting authentic materials in the foreign language classrooms: (1) they have a positive effect on student motivation (2) they provide authentic cultural information (3) they expose students to real language and (4) they relate more closely to students' needs.

As in Patrick's case, we can infer that certain strengths of the use of authentic materials may come into effect and reshape his learning attitude. First, the English learning experience became more motivating because those authentic materials adopted in each unit were more flexible compared to the textbooks; therefore, the contents could give Patrick a renewed sense of expectation every time he finished learning a new unit and make him look forward to discovering what lied ahead. Also, since some of the materials were related to popular culture, Patrick could feel relevance to his everyday surroundings and could find connections with them. The indisputable outcome was that he became much more responsive and active during the learning process. Moreover, since the adopted authentic materials, such as the music videos, the storybooks, and the video clips were designed for the native speakers, they could make Patrick feel the learning process more "real" as well—he was learning the English from the real cultural products. As a consequence, all of the experiences conjured up a learning process more meaningful and more enjoyable for Patrick. It could also be assumed that the more the learners are exposed to the learning environment with genuine cultural materials, the more naturally the language learning would become; a natural process that is much the same way as acquiring one's own mother tongue.

5.4 Diversified Sources of Materials Make Learning More Dynamic

In addition to the exposure to the authentic materials that attracted Patrick's learning interest, the provision of various sources used to present these materials may also play a critical role influencing Patrick's change of attitude. For instance, the other two cultural topics that Patrick reported to enjoy the most including, lesson two "Animal Sounds and Languages" and lesson seven "The Sun and the Moon," were introduced in the class with the use of diversified sources of materials.

Lesson two "Animal Sounds and Languages" aimed to introduce the English animal sound words with the purpose of raising the learner's awareness of the facts that animal sounds can be described differently in different languages. A variety of activities and media resources were adopted to realize the goal as such. First, to show the differences among different animal sounds, the researcher played a video that contained different people pronouncing different animals' sounds in their own native languages. Second, the researcher taught the kids different animals by using colorful PowerPoint slides. Then, to familiarize the learners with the English animal sounds, the researcher used the video clip and taught them how to sing the song "What Does the Fox Say" in which the first part of the lyrics contained the sentences of different animal sounds like "Dog goes woof. Cat goes meow. Bird goes tweet." Finally, the learners then compared animal sounds in both English and Chinese in a Venn diagram (see Appendix D for Patrick's work). In the interview, Patrick explained enthusiastically why he liked this lesson: "because I could sing the song and know what the fish say!" and "I like to watch the video... Many people make the animal sounds and that's fun!" Likewise, in lesson seven "the Sun and the Moon" many sources of materials were also adopted to introduce the Korean's myth about the origin of the sun and the moon.

There were three main activities in the lesson. First, the researcher asked the learners different questions regarding the Korean cultural facts, such as “What is the most popular sport in South Korea?” or “Which one is the traditional Korean dish?” and the learners then needed to answer them by choosing the pictures presented on the PowerPoint slides. Second, the story of “the Sun and the Moon” was presented in a story video with sounds and animation. After watching the video, the learners then did a series of post-reading activities, including read-aloud, cloze, and text reconstruction. After the learners were familiar with the story, the researcher then asked them to compare the similarities and the differences between the Korean and the Taiwanese versions of the story in a Venn diagram (see Appendix E for Patrick’s work). In the feedback sheet, Patrick reported that he thought the story “the Sun and the Moon” was interesting because he could not only know the features and special things about different cultures through playing the guessing game but also watch the animated story.

Patrick’s enthusiastic response to these two lessons corresponds to the previous research that suggested the utilization of divergent sources of materials—especially those presented through the computer-assisted technology—can be highly beneficial and effective in facilitating children’s learning. As a matter of fact, in the field of SLA, a plethora of studies have pointed out that given young learners’ learning characteristics, such as short attention span and curious nature, language teachers need to create a more dynamic and interesting learning environment to stimulate their curiosity and interest. For example, Brown (2007) suggested that children need to receive various sources of input that stimulates all their five senses to maximize the learning result. And to do so, it is therefore necessary to provide different sources of materials. Nevertheless, the researcher discovered that in both Patrick’s learning

contexts—his formal school and the after school settings— the textbook was the single learning material, and no other forms of supplementary learning materials were used in the class. That is to say, the major input that Patrick received was from the paper copy textbooks and the CDs that came with them. It was therefore not unreasonable to say that learning from the single source of material which was not very engaging in the first place failed to arouse his learning interest and deepened his unpleasant feelings towards learning English in both settings. Against this backdrop, it came as no surprise that Patrick’s learning attitude would undergo a more positive change when he participated in the IECT instruction, for the exposure to a variety of sources, such as storybooks, music videos, comics, story films, and on-line websites in each unit set a sharp contrast to his other English learning experiences. These diversified sources of materials presented mainly through the computer provided him with different sensory stimuli and, as a result, enriched the learning experience by transforming the learning from a static and inflexible way to a more interactive and dynamic setting.

To sum up, the findings of the present study led us to infer that the fruit of Patrick’s change of learning attitude over the course of the instruction hinges on four main deciding factors. The first factor reveals that the integration of cultural knowledge into language learning redirected the class focus from pure language symbols to useful contents. This change could make learning more meaningful and therefore motivated Patrick to learn English with more positive attitude. Secondly, culture learning, to certain degrees, helped develop Patrick’s integrative oriented motivation that gave him the desire to interact and communicate with children with varied cultural backgrounds. The prospect of making friends with others further reinforced his learning motivation and improved his learning attitude. Last but not

least, the utilization of authentic materials and diverse sources of materials made the learning more dynamic as well as interesting; as a result, it enriched Patrick's overall learning experience and changed his attitude toward English learning.

5.5 The Influence of Other Possible Contextual Factors

So far the study has suggested that Patrick's change of attitude be closely related to his positive opinions toward and the acceptance of the IECT materials. That is to say, the IECT culture materials, containing a variety of cultural topics, seem to be the essential factor that transformed Patrick's once negative attitude to English learning. Patrick recognized them as more useful and interesting than those inflexible and monotonous ones adopted at school and cram school. However, while the learning materials may serve as a major part bringing about Patrick's impressive change, it is also worth noticing that other contextual factors may also, to a certain extent, affect his change of attitude.

As reviewed in Chapter Two, in addition to the teaching materials, young children's learning attitude also tend to be influenced by other situational and environmental variables, such as the immediate learning context, teachers' teaching strategies, and the level of stress the children experience in the class (e.g., Dörnyei, 1998; Huang, 2011; Mihaljević Djigunović & Lopriore, 2011; Nikolov, 1999). Bearing this in mind, the researcher would also argue that learning in IECT, which was conducted in a private tutorial fashion, may make Patrick feel more comfortable and at ease than learning at school and cram school characterized with more classmates and more competition. Therefore, the private learning scenario may cause a beneficial "side effect" that helped Patrick maintain a relaxed mood or keep a brighter spirit in learning—the favorable state of emotion that facilitates his overall attitudinal change.



CHAPTER 6

CONCLUSIONS

6.1 Summary of the Research Findings

To summarize, the results showed that four months of IECT learning experience created substantial and meaningful impact on Patrick's attitude toward English learning. The result of Patrick's positive change of attitude is in line with the previous studies (see Brooks, 1997; Hadley, 2001; Hammerly, 1982; Tsou, 2005) which claim that the incorporation of culture and language learning helped enhance students' learning attitude and motivation.

Firstly, on the aspect of behavioral learning attitude, Patrick changed from a passive learner to a more active one who manifested a growing willingness to devote additional time to English learning after class. Additionally, on the aspect of affective learning attitude, Patrick's feeling toward English learning was no longer boring or "childish;" instead, his consistent expression of good moods throughout the IECT instruction and emergence of positive comments at the later stage indicated that he developed a real feeling of enjoyment for English learning. Finally, Patrick also revealed positive change on the aspect of the cognitive learning attitude by recognizing English learning in the IECT as useful.

As for the reasons that produced such profound change in attitude, the current study proposes five principal assumptions. The first one is that the cultural knowledge in the language class helps shift the learning focus from the language itself to the subject-like content and therefore makes learning more useful and meaningful, an idea similar to the CLIL programs (see Airey, 2009; Coyle, 2005; Coyle, 2007; Coyle et al., 2010; Dalton-Puffer & Smit, 2007; Dalton-Puffer, 2010; Gracia, 2009; Lehtse, 2012).

Second, cultural learning to a certain degree has helped develop Patrick's integrative motivation. The development of this type of motivation in turn improved his learning attitude by showing a desire to interact and to make friends with children with different cultural backgrounds. Further, the current study argues that the adoption of authentic materials, presented mainly through abundant audio and visual stimulants, enriched the learning process and consequently made Patrick feel the English learning experience became more interesting and dynamic. Finally, other contextual factors such as the learning in a private tutorial setting may also influence Patrick's change of learning attitude.

6.2 Pedagogical Implications

The following section presents some significant implications that have arisen from the preceding analysis and discussion. In doing so, the researcher hopes to provide useful and practical recommendations that will inspire and involve more researchers and professionals to incorporate culture teaching into English teaching for young EFL learners with more efficiency.

1. Wow the kids first but observe their responses at the same time

While IECT instruction was analogous to the hardware of a digital device, the diversity of the cultural contents proved themselves as powerful software. The previous chapter revealed that Patrick responded most positively and actively toward the cultural topics that he thought were new and useful to him. For instance, he was amused when learning "fish go blub" in lesson two, excited when knowing how to play various games around the world in lesson eight, and surprised when discovering that steak is actually one of the most popular food around the world in lesson nine (for

the record, Patrick is a vegetarian).

Based on the findings, what best maximized Patrick's attentiveness and heightened his motivation were those unusual cultural practices and unique life styles distinct from his expectation and everyday experiences. In other words, it seemed that the rich excitement of learning exotic cultural aspects contributed to the enhancement of his learning interest and impelled him to learn more about it. Seen in this light, it is appropriate to suggest that in teaching culture in language class or when choosing the cultural topics for the young learners like Patrick's age, teachers could try introducing unique and unfamiliar cultural topics, such as factual information and stories that "wow" and excite the young minds' curiosity for new cultures. This element of surprise excites their curiosity toward learning the language itself as well as culture.

In a similar vein, a number of researchers have also proposed the idea of introducing unique cultural aspects in the beginning of the class. For instance, Seelye (1974) suggested in his influential and comprehensive book about teaching culture, using "the exotic as springboard"—namely using the contents different from the learners' native culture—can be effective to lure students' interests. He wrote: Culturally contrastive patterns can best be exploited for their motivating interest by using them as points of entry into the target culture. Once inside, the student should be helped to discover that even seemingly bizarre behavior makes perfect sense once it is seen within the context of the rest of the culture (Seelye, 1974, p.121).

Following this flow of thought, we could see that the provision of different and generalized cultural information could be first used to evoke the students' interests. Afterwards, the teachers then can move on to the next stage to guide the students to explore further and deeper into issues about cultures. Just as reviewed in the second

chapter, Seelye (1997) suggested that in teaching culture the ultimate goals include not only the enhancement of the learners' interest toward other culture but also the enhancement of students' awareness of how other interconnected variables, such as sex, religion, age, and social class influence and shape the formation of certain cultural practices, behaviors, and beliefs.

Although some may argue that Patrick's individual preference may not be indicative of others, and also, based on the idea of learner-centered approach, prior to the instruction, it would be better for the teachers or instructors to conduct learners' needs analysis to find out their preference for the topics so as to cater for most students' needs. However, the researcher believes that Patrick's preference over the distinct and new world knowledge does, to a great degree, illustrate the fact that most children are fun-loving and curious in nature. Additionally, in her observation and personal experience in teaching Patrick and other young learners, the researcher found that they might not have the ability to effectively express their opinions over the topics they prefer before the class especially when they are still not familiar with or say lack the prior knowledge about the topics the teacher are intended to teach. Even if they do voice their preference, researchers on young learners' L2 attitudes and motivation have pointed out that sometimes what children say may contradict to how they really behave (see Pinter, 2011).

Seen in this regard, it is thus suggested that for language teachers who are interested in incorporating cultural learning into English to motivate young learners, providing those cultural materials that show vivid contrast between the native and the target cultures could be adopted in a preliminary stage to evoke young language learners' interest. Meanwhile, to truly figure out what cultural topic that most interest the young learners, the teachers should use other instruments or procedures, such as

observing in the class or collecting the young learners' feedback on a regular and regimented basis. The children's self-reports along with the teachers' constant classroom observation will later help the teachers to design the follow-up customized materials that could have a better chance to suit most students' needs.

2. Cultivate empathetic understanding by teaching similar cultural aspects

Although based on the findings Patrick was most drawn to those unique cultural facts and unfamiliar life experience or stories, it does not mean when teachers are designing the cultural materials, they should exclude other cultural contents that are more similar to students' life experience. Instead, the researcher suggests that those cultural topics reflecting similar life experience may be introduced later in different stages after the learners' interest toward culture learning is evident. After all, knowing even the most remote and exotic culture may share the same and the similar cultural perspectives, practice, or lifestyles with their own native culture can help learners raise the awareness that humanity in essence is universal. As reviewed in Chapter Two, the formation of such an awareness of otherness and decentered world view can then become the stepping stone to the development and cultivation of intercultural communicative competence (ICC)—one of the ultimate goals in language classroom.

In conclusion, teachers should keep in mind that the cultural topics that portrait identical cultural aspects ought to be introduced in later stages in that a balanced presentation of the similarities and differences among cultures is vital to foster mutual understanding and empathy. This quality and virtue will undoubtedly help minimize the potential threat of developing learners' stereotypical assumption toward different cultures.

3. Enrich the learning experience through rich information contents

The results indicate that the use of diversified and authentic resources presented mainly through the computer technology play a highly instrumental role in acquiring Patrick's attention. It is therefore recommended that the language teachers should utilize assorted, genuine resources to enrich the young learners' cultural learning experience. The components of culture, after all, are so broad and multifarious that it would be impossible for the teachers to present or to teach through single medium. The mono-source of learning content simply cannot satisfy the learning needs and requirements of students in this digital age. By adopting divergent resources, such as music, visual arts, and illustration books combining rich sensory stimulants, the teachers would be able to boost the children's learning motivation more effectively.

4. Develop customized learning materials

Lastly, the findings highlight that prior to the IECT instruction, the main reason causing Patrick's relatively negative attitude to English learning was, to a great extent, influenced by the English learning environments he was exposed to, including the regular school English class and cram school class in which he found the learning materials uninspiring and unchallenging.

Patrick's individual experience could mirror similar learning experiences of others'. As a matter of fact, most Taiwanese elementary school students, like Patrick, learn English at school mainly by using the global course books, which aim at selling globally for EFL learners. To cater to wider market, these "one size fits all" textbooks therefore have some obvious limitations: they may fail to inform the learners other culturally specific issues and may easily bore the students out by identical contents, just as reflected in Patrick's case.

As can be seen, in this scenario, the researcher of the current study will call for the practitioners to raise awareness to be context-sensitive as opposed to conveniently accepting the notion of “one size fits all.” That is to say, for those who are interested in incorporating culture into language class, it would be more effective not to simply adopt a wholesale cultural textbooks approach. Instead, the teachers should have their own adaptation and modification in order to construct the most suitable cultural materials that take into account some parts of learner’ native culture to address relevant, meaningful, and context-specific cultural issues that enrich students’ learning.

In sum, with the careful pedagogical arrangement and customized learning materials, the cultural learning experience may become rich and joyful for the children. By doing so, it is hoped that it would be more likely to further build up their learning interest and openness toward the exploration of more cultures.

6.3 Limitations and Suggestions for the Future Studies

As with any other research, this current study is not without limitations. In the following section, the researcher will first discuss three main limitations of the present study and in response to the limitations, some suggestions will be provided in hope to benefit the future studies aiming at incorporating the English and cultural instruction for young learners.

First, given the constraints the researcher was working with, she was only able to keep track of the participant’s attitudinal development for four months. According to Heigham and Croker (2009), qualitative case studies usually require a longer period of time to collect data for the purpose of revealing more comprehensive development, patterns, or phenomenon of the case being studied. It thus should be noted that

although the results of the current study indicate the participant demonstrated gradual and consistent positive attitudinal change over the course of the teaching, to what extent such an instruction will sustain and contribute to positive influence upon the participant's learning attitude remains an unanswered question. In fact, it has been suggested in the children's motivation and attitude literature that children's language affective development is not static; instead, it is complicated and fluctuates over time (see Mihaljević Djigunović & Lopriore, 2012). Therefore, longitudinal investigations with more involvement of different children of the same age group may be conducted to derive a more complete and comprehensive documentation and analysis on the young participants' gradual affective development under the integration of English and culture learning.

Secondly, the current study merely puts specific focus on investigating the participants' attitudinal development and feedback to the instruction. It is thus recommended that future research can examine different aspects of the impacts that the integration of culture and English learning may have on young learners such as documenting their development of intercultural communicative competence under the cultural instruction. Quantitative research could also be undertaken to testify the effectiveness of the instruction, for example, looking into the relationship between the cultural curriculum and the students' English performance.

Finally, as mentioned in Chapter Three, the researcher of the current study designed the cultural learning material based on the contents and themes derived from the Mandarin textbooks, and she argued that the design of which may have several benefits including ensuring students to have the prior knowledge of the cultural content and helping raise learners' intercultural awareness on both the native and target cultures at a more conscious level. However, this designing framework is *sui*

generis and has yet to be utilized in other research. As a consequence, it is hoped that more endeavors could be made to implement such an idea of material design into more and different learning settings to further examine its validity and effectiveness.



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Appendix A
Relevant Texts in the Chinese Textbook

IECT lessons and cultural themes	Relevant texts in the Chinese textbook
1. Greetings	<p style="text-align: center;">問好 Greeting</p> 爸爸好 媽媽好 爸爸媽媽好
2. Animal sounds and languages	<p style="text-align: center;">媽媽說 What Mom says</p> 貓咪貓咪 喵喵喵 媽媽說 你餓了 我知道 鴿子鴿子 咕咕咕 媽媽說 你想飛了我知道
3. School rules (School life)	<p style="text-align: center;">上課了 Class time</p> 噹噹噹 上課了 一起數數 一起跑步 一起讀讀書
4. Kids and their toys around the world (personal possession)	<p style="text-align: center;">小布偶 Little doll</p> 小布偶 小布偶 個頭小 抱到門前吹吹風 聽我唱歌謠 好心情 心情好 到門外 盪鞦韆 隨著秋風搖阿搖 布偶微微笑 我也微微笑
5. Ride a bike	<p style="text-align: center;">騎單車 Riding a bike</p> 騎單車 爸爸教我騎單車 左邊用力踩一下 右邊用力踩一下 一二一二 唉呦 騎不穩 摔一跤 別怕 別怕 再試一下
6. Reading is fun (cultural story)	<p style="text-align: center;">我的圖畫書 My picture books</p> 我的圖畫書 打開圖畫書 向日葵 看太陽 白雲朵朵像小羊 遠遠的天邊 彩虹彎彎 越過山崖 越過海洋 我在故事裡飛翔
7. The Sun and the moon (cultural story)	<p style="text-align: center;">The warriors and the Sun 勇士射太陽</p> 此內容來自康軒版本二年級下學習,課文 主要為泰雅族勇士射太陽的傳說,解釋太陽 和月亮的起源。
8. Fun games around the world	<p style="text-align: center;">玩遊戲 Play Games</p> 翰林版本一上下學習單元一「玩遊戲」單

	元，透過短文，介紹了四種台灣兒童常玩的遊戲。
9. World's favorite Food (interesting cultural matters)	爆米花 Popcorn 爆米花，爆米花，小小玉米會開花一朵一朵又一朵，媽媽的鍋子裡開滿了小白花。
10. Chinese New Year & Christmas (custom and festival)	過年 Chinese New Year 快過年了，我寫一個春 爸爸把春倒過來貼，媽媽拍拍手。 爺爺笑一笑，奶奶說：春到年到家裡的好運也來到。



Appendix B
The Lesson Plan of the First Lesson: Greetings

Session 1

Vocabulary	Sentence patterns
shake hands bow kiss hug	See you tomorrow! Sleep tight! Safe journey! Drive safely

Activities	Time	Procedures	Materials
I. Read Chinese text	5	<ol style="list-style-type: none"> 1. Ss read the text of lesson one. 2. T asks Ss in Chinese why it is important to greet people. 3. Ss feel free to share their ideas. 4. T summarizes by saying that greeting is a common act around the world; In Taiwan, greeting people appropriately is a polite behavior and so is it in most countries. And when they meet someone, they should greet others to maintain good interpersonal relationship. 5. Tell Ss that T is going to take them to explore how to greet in English. 	The Mandarin textbook
II. Vocabulary	15	<ol style="list-style-type: none"> 1. Ss repeat after T key words and phrases. 2. Ss write down each word one time. 3. Ss take turn to point at the word and ask the other to shout the word. 	
III. Make a guess	10	<ol style="list-style-type: none"> 1. T asks Ss to guess in which countries people greet by kissing, bowing, shaking hands, etc. 2. T takes out the world map. 3. Ss repeat after T the countries' names. 4. T asks Ss to make a guess by matching the greetings flashcards on it. 3. T plays the video to ask Ss to find the answer. 4. T leads Ss to read all the key greeting phrases. 	World map http://mrnussbaum.com/interactive_world_map/
IV.	10	<ol style="list-style-type: none"> 1. T asks a S on the stage and gives the 	

Simon Say		<p>order.</p> <p>2. The S will shout different ways of greetings like saying “Simon say, bow!” Other Ss then need to bow. If the S says an action without saying the word “Simon say” then Ss do not need to act out.</p>	
VI. Discussion	5	<ol style="list-style-type: none"> 1. T asks Ss if they know why people shake hands 2. T asks Ss to compare how they greet to people in Taiwan and how other people greet in other countries. T then moves on to ask Ss how they feel about different ways of greetings. 3. Ss feel free to share. 4. If Ss give some negative comments, T will tell Ss that there exist different kinds of cultural practice and behaviors in the world and there is not a better or worse way to greet. If they have a chance to enter another culture, the most important thing is to recognize the difference and respect the way it is. 	
VII. Draw and Say	10	<ol style="list-style-type: none"> 1. Ss draw how people greet in Taiwan first and then choose one country to draw their ways of greeting. 2. Ss talk about their drawings by using the assigned sentences. 	
VIII. Wrap up	5	<ol style="list-style-type: none"> 1. T leads Ss to say out loud each new word. 1. Assign homework: <ul style="list-style-type: none"> ● Read aloud new words and phrases five times. 	

Session 2

Activities	Time	Procedures	Materials
I. Warm up	15	<ol style="list-style-type: none"> 1. T points the flashcards and prompts Ss to read aloud by themselves. 2. Ss play the spelling game by using the on-line spelling website. 	
II. Read the story	15	<ol style="list-style-type: none"> 1. T reads the story “Hello, Goodbye” 2. T translates some sentences in Chinese to ensure Ss comprehend the story. 3. T leads Ss to read the story with her. 	Story book “Hello, Goodbye”
II. Follow-up activity	20	<ol style="list-style-type: none"> 1 After T reads the story, T asks Ss the following questions and asks Ss to find the answer on the book. <ul style="list-style-type: none"> ● What words also mean hello? ● What gestures mean hello? ● What does “hello” mean in some languages? ● What can you say to travelers? ● What words also mean goodbye? 2. T gives Ss a handout and asks Ss to fill in the blank. 	
III. Comprehension check	10	<ol style="list-style-type: none"> 1. Ss do the comprehension check worksheet. 	
VII. Wrap up	5	<ol style="list-style-type: none"> 1. T leads Ss to read the story one more time. 2. Assign homework <ul style="list-style-type: none"> ● Listen to and read the story two times. ● Ss pick three pages of the story they love the most and read it aloud to the family. 	

Appendix C
Students' Learning Progress and Feedback Sheet

單元學習進度 Lesson Progress

Lesson 3: School Rules 日期 Date:

在做得到的敘述前打勾勾:

1. 聽力 Listening

	我可以聽得懂老師上課說的英文指示
	我可以聽得懂這課的課文

2. 口說 Speaking

	算數	學英文	跳舞	你遲到了
	學習	吃中餐	玩遊戲	上課要專心
	唱歌	畫畫	不能帶寵物	不要上課吃口香糖
	要做功課	不能大叫	不能吃東西	要準時到校
	不要插隊	下課了	舉手	
	我會說我在學校做什麼事			

3. 文化 Culture

	我知道在英國在哪裡
	我知道至少兩條英國小學的教室規則
	我知道在大部分美國的公立小學,小學生不用穿制服上課
	我知道在大部分美國的學校,上課問問題是被鼓勵的行為

心情小日記 Emotion Diary

1. 這個禮拜你覺得自己表現如何?



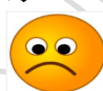
因為

2. 你喜歡這禮拜的英文課嗎?



因為

3. 你覺得這禮拜的英文課，能吸引你的注意嗎?



因為

4. 這禮拜我喜歡或不喜歡的活動:

1. 搶答競賽 2. 念故事書 3. 看影片 4. 寫學習單 5. 玩老師說 6. 角色扮演

因為

5. 這禮拜我喜歡或做不喜歡的內容:

1. 比較台灣和英國小學教室規則 2. 比較美國小學教室規則 3. 學不同學科的念法

因為

6. 你覺得這禮拜的課，有沒有困難的地方?

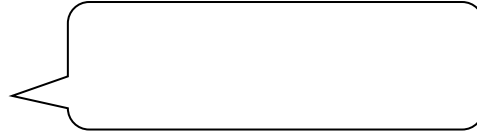
1. 沒有 2. 上課沒辦法專心 3. 新學的單字太多 4. 容易忘記已經學過的單字 5. 上課內容太難 6. 老師上得太快 7. 其它
-

7. 你覺得這禮拜的英文課，和學校或補習班學的英文課有什麼不一樣嗎?

1. 都一樣 2. 比較有趣或不有趣 3. 比較簡單或不簡單 4. 學得內容比較有用或 沒用
-

8. 寫出或畫出你的建議和想跟老師說的話!

例如: 1. 覺得_____內容或活動很有趣, 想要多上一點 2. 覺得_____內容或活動很無趣, 想要少上一點



Appendix D
Interview Questions Concerning the Participant's Language Attitude

Language Attitude	Questions	Source
Behavioral	<ol style="list-style-type: none"> 1. Do you usually do homework? 2. Do you ask your English teacher questions when you don't understand the contents? 3. Do you take initiative in reading English books or watching English videos? 4. Are you attentive in class? 	Adapted from Enever (2011)
	<ol style="list-style-type: none"> 5. Do you wish you could have many English speaking friends? 6. Do you feel worried when you speak English? 	Adapted from Abidin et al., (2012)
Emotional	<ol style="list-style-type: none"> 1. What do you like best in English? Why? 2. What do you dislike most in English? Why? 	Adapted from Enever (2011)
	<ol style="list-style-type: none"> 3. Do you feel excited when you communicate in English with others? 4. Do you feel enjoyable when studying English? 5. Do you have good emotion when learning English? 6. Do you enjoy doing English activities? 7. Do you wish you could speak English fluently? 8. Do you look forward the time you spend in English class? 	Adapted from Abidin, et al.,(2012)
Cognitive	<ol style="list-style-type: none"> 1. Do you think learning English can make you more knowledgeable? Why? 2. Do you think what you learn in the English class is useful ? Why? 3. Do you think learning English is important? Why? 4. Do you think you can apply the knowledge learned from the English class in your real life? 	Adapted from Abidin, et al., (2012)
	<ol style="list-style-type: none"> 5. Do you think learning English is difficult? 6. Why do you think you need to learn English? 	Adapted from Enever (2011)

Appendix E
Interview Questions Concerning the Participant's Feedback for the IECT

Questions
1. How do you feel about learning English in IECT?
2. After studying English in IECT classes, do you like English more, the same or less?
3. Compare to English classes at school and cram school, is English easier, the same or harder for you in IEC classes?
4. What's your favorite activity in IECT instruction? Play competitive games/ Read stories on videos/ Read stories on paper copies/ Sing songs / Draw pictures / Role play/ Do worksheet exercises/ Learn things about other culture
5. Are the IEC classes more or less interesting than the school and the cram school English classes?
6. Do you find any difficulty in understanding the content in IECT classes?
7. Do you like to have more IECT sessions?
8. Which topic of culture learning do you like most in the IECT instruction?
9. Are there any other cultural topics that you are highly interested in and eager to learn more?

Appendix F

Peter's Work 1: Compare Animal Sounds in English and Chinese in a Venn Diagram

Name: _____ Date: _____ **CULTURAL FACTS**

I. Compare animal sounds in English and in Chinese.
Do you know ...
In Chinese, birds go _____, but in English birds go _____.

The diagrams are as follows:

- Dogs:** Chinese character '汪' (wāng) in a speech bubble, English sound 'woof' in a rounded rectangle, and '狗 dogs' in a central box.
- Cats:** Chinese character '喵' (miāo) in a speech bubble, English sound 'meow' in a rounded rectangle, and '猫 cats' in a central box.
- Cows:** Chinese character '哞' (mōu) in a speech bubble, English sound 'moo' in a rounded rectangle, and '牛 cows' in a central box.
- Frogs:** Chinese character '呱' (guā) in a speech bubble, English sound 'croak' in a rounded rectangle, and '青蛙 frogs' in a central box.
- Ducks:** Chinese character '嘎' (gā) in a speech bubble, English sound 'quack' in a rounded rectangle, and '鸭子 ducks' in a central box.



Appendix G

Peter's work 2: Compare the Korean and Taiwanese Stories of the Sun and the Moon in a Venn Diagram

III. Compare
 Warriors and the suns the Sun and the Moon

Taiwan 有人
 silver sun
 became the moon

人
 壹
 人
 田
 都在上

Korea
 brother became
 the moon
 有神

I like the Warriors better because 正太陽氣掉很特別，月亮很靜，很神秘。



Appendix H
Peter's Work 3: Ask Others About World's Favorite Food

