台灣國小以英語為外語課程實施之探測
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摘要

本研究旨在探究台灣國小英語課程實施本質，期望藉由研究能對英語課室有更深一層的了解，包括教授之項目、教材、教學風格、評量及師生的語言使用等層面。另一目的則在探討國小英語教師的課程實施與教育部所頒佈之課程大綱間的相容度。此研究實地走訪8位台灣國小三年級英語老師之課室，第一次使用觀察量表紀錄並分析國小三年級英語教師的課程實施狀況。

研究結果發現在教學項目上，教師著重單字及發音，強調聽說技巧，文化層面在教學中甚少被提及。指導教材以教科書為主，亦為教師設計課程時的基礎。教具方面最常使用黑板，但在訪談中教師提及偏愛字卡。教學風格偏向師生合作之教學模式，但活動主導者仍以教師為主。評量則以學生的學習表現為主要評量標準。語言使用以口語為主，師生皆使用英文勝過中文或中英夾雜的方式。除了教科書上必會使用的英語內容外，教師的其餘英語多為簡單、常用之教室用語，但涉及教室管理及規則或概念解釋的情況時，教師則必需使用中文。學生的英語使用以團體朗誦為主，單獨說話時則多使用中文。

此外，研究結果亦發現實際的英語課程實施大致上與教育部課程大綱相符合。

關鍵字：國小英語課程、英外語教學、課程實施
Examination Of The Implementation Of English As Foreign Language Curriculum In Taiwan’s Elementary Schools

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Abstract

One purpose of this study was to examine the nature of teachers’ implementation of the EFL curriculum in eight elementary schools in Taiwan relative to the language components taught, materials utilized, teaching style applied, and assessment tools implemented. Further, the nature of language used by teachers and students was observed. Another purpose was to determine the extent to which and in what areas teachers implemented the curriculum guidelines published by Taiwan’s Ministry of Education (MOE). This study was exploratory in nature.

Eight 3rd-grade EFL teachers in 8 Taiwanese public elementary schools, 4 urban schools and 4 rural, participated in this study. Each of them was observed for six 40-minute class sessions with a researcher generated observation instrument. Field notes were taken and artifacts reviewed. The teachers were also interviewed and samples of instructional materials were collected.

Findings revealed that teachers focused on the teaching of vocabulary and pronunciation and stressed listening and speaking skills. Textbooks were the main instructional materials and also the base of teachers’ curricula. The blackboard was used most frequently and teachers favored flashcards. Teaching style tended to be teacher-student collaborative, but activities were mainly teacher-directed. Performance assessment was the main assessment tool. In the area of language use, oral language was the primary language mode and both teachers and students used English more than Chinese or a mixture of the two languages. The observed EFL classroom curriculum was in general accordance with MOE curriculum guidelines.

Keywords: Elementary-school EFL curriculum, EFL instruction, curriculum implementation
Chapter 1 Introduction

The issue of implementing English education in elementary schools was argued for a long time. And, learning English as a foreign language (EFL) was further supported as a way to enhance Taiwan’s international competitiveness. In 1996, the educational reform committee of the Executive Yuan (department) suggested including English as a required subject in elementary schools. When MOE published a 5-year reform program in 1998, English was integrated into elementary schools (You, 2003). The overall implementation of extending EFL curriculum to the fifth grade became effective in the year of 2001. Since then, English education has been carried out conscientiously in every Taiwanese elementary school.

The implementation of English curriculum required in elementary schools is a new milestone in Taiwan’s education. It is to follow the current trend to learning English as a foreign language and to accommodate Taiwan’s promotion of internationalization. It also reflects the public’s expectation for educational reform as well as the government’s effort to build a strong educational system (Sue, 2003; Zhou, 2002). However, achieving improvement first requires an examination of the actual implementation in the class. It appears that classrooms may serve as a context to observe the nature of the EFL curriculum actually implemented. Therefore, teacher use of the curriculum was examined relative to language areas taught, instructional materials used, teaching aids and teaching styles applied, as well as assessment tools implemented. Since linguistic input is an important source for learning a language, the frequency of teacher use and student use of English were also examined. Further, examination of the EFL classroom may provide data to better understand the degree of curriculum implemented matched to the MOE curriculum guidelines.

Statement of the Problem

The purpose of this study was to examine EFL classrooms in the third grade of Taiwan’s public elementary schools. Eight third-grade EFL classrooms were observed relative to: (a) the nature of the EFL curriculum actually implemented and (b) the match of teacher use of curriculum with the national curriculum.

Research Questions

1. What is the nature of EFL curriculum used by third-grade English class teachers?

2. To what extent and in what areas did teachers implement Taiwan’s national curriculum guideline?
Chapter 2 Literature Review

Review of the Implementation of the Elementary School EFL Curriculum

The EFL curriculum effective in 2001 for elementary and junior high schools in Taiwan aimed to rectify deficits in the traditional EFL program (Sue, 2003). The Grade 1—9 Integrated EFL Curriculum was designed based on the Communicative Language Teaching perspective (Zhu, 2001; Guo, 2002). It emphasizes classroom instruction linking up with real life situations, so that students can be familiar with language functions that increase their ability to communicate. The current English curriculum guidelines for the learning of English in the elementary schools indicates that the English class emphasize setting up a natural and pleasant English learning environment to develop students’ learning motivation and basic communicative competence. The three major goals of English education are: (a) the development of basic communicative competence in English, (b) the improvement of the cultural understanding of Taiwan and foreign countries, and (c) the cultivation of students’ English learning motivation and strategies. (Department of Elementary School Education, 2003)

Lu (2002) pointed out that one characteristic of the reformed curriculum is the increased flexibility of curriculum design. Curriculum guidelines replaced the rigid standards applied to all the classes. Schools can establish a team and design their curriculum based on MOE guidelines. Basically, English learning periods are two 40-minute sessions a week. Schools can use 10% to 20% of the total learning time within a week, about two to four sessions, to teach English if they wish. Textbooks are the main materials used in English classes. Currently, there is no standard edition of a textbook. Publishers follow the MOE curriculum guideline to edit English textbooks (Dai, 2000b).

The EFL curriculum had been in effect for several years since 2001. Several studies (Hsieh, 2002; Chiang, 2003; Chen, 2000; Ma, 2003; Lin, 2002; Duo, 2003; Wu, 2003; Yang, 2002; You, 2004) have been conducted in different areas of Taiwan to investigate the implementation of elementary school English education. Some issues have come up, including variations of student levels in a class, teacher qualifications, and teaching materials and methodology. The gap between students’ levels is the most common one discussed in the studies. Some students have learned English in outside classes for several years, but there are also some students who know nothing about English. Student placement in English classes is not based on ability level but rather on a student’s age (Huang, 2003). Unavoidably, variation between student levels exists in a class and becomes a challenge to teachers in their use of appropriate methods and materials.

Because of the availability and distribution of textbooks and additional materials to the
public, there is no single standard edition of textbook used (Guo, 2003). Generally speaking, the contents of the approved English textbooks designed for Grade 1–9 curriculum are in accord with MOE guidelines (Ma, 2003). Though there are multiple selections, no one textbook can suit the different levels of students. In addition, teachers, particularly those in the countryside, lack audio/visual equipment (Shen, 2001). For teaching methodology, Shi and Zhu (1999) indicated that the First-Ninth Grades Curriculum is designed based on the Communicative Language Teaching (CLT) model, which advocates developing communicative competence through meaningful interaction. Studies (Huang, 2003; Zheng, 2002) also found that CLT was the most frequently used method of teachers. Zheng (2002) claimed that although communicative language teaching was popular, teachers did not really have a clear idea of what it was about. Chiang (2003) also found that teachers thought that they were employing CLT, but in fact were using a different approach, such as the Audio Lingual Method (ALM), which stresses the development of L2 oral behaviors through repetitive listening and speaking drills.

In addition to the gaps between student levels, there is also a gap in teacher qualifications in Taiwan. Guo (2003) indicated that the problem that most principals worry about is the quality of English teachers. There are big differences in teacher quality between cities and the countryside. Big cities, such Taipei, may have enough qualified English teachers. However, some schools in the countryside have content teachers responsible for English classes. Schools in remote areas do not have even one qualified English teacher. Students in the schools without qualified English teachers may attend outside English classes, but not every family can afford to do so. Teacher qualifications have a relationship with the teaching of English and consequently influence teaching/learning effectiveness.

In Sept. 2005, the EFL curriculum was extended to the third grade. Generally speaking, not many changes have been made in the newly released EFL curriculum guidelines; only a few indicators were modified or added. Basically, the national curriculum guidelines stand as principles for Taiwan’s elementary school EFL teachers to follow in developing the English classroom curriculum appropriate for their students. While the formal curriculum appears to be stable in Taiwan, the way it is taught in varying counties may differ.

**Pedagogical and Linguistic Oriented Studies**

The teachers in the reviewed studies tended to focus on language form, or linguistic knowledge. Allen (1992), Arishi (1984), and Chiang (2003) found a high frequency of vocabulary, grammar, and pronunciation appearing in the classrooms. The teachers in Lim’s (2002) study, in contrast, stressed the use of language, emphasizing conversation. Huang (2003), Jusheng (2001),
Williamson (1991), and You (2004) presented studies showing that form and function could be taught together well. Almost all studies emphasized the development of oral skills. In addition, several researchers noted that cultural topics were seldom discussed in the classrooms (Arishi, 1984; Duff & Polio, 1990; Lim, 2002; Tucker, 2001). Overall, there was a tendency to focus more on the accuracy of language form rather than fluency in its use. Tucker (2001) and Kinghammer (1990) found that teachers used various teaching methods in the classrooms. Arishi (1984) and Klinghammer (1990) agreed that classrooms were teacher-dominated and the Audio-Lingual and Grammar-Translation Method were used more than other methods. Both Chiang’s (2003) and Lim’s (2002) studies suggested that teacher use of group activities was still teacher-directed and the instructions were textbook-driven, rarely using other materials. In contrast, the collaborative teaching style in the case studies by Huang (2003), Jusheng (2001), Williamson (1991), and You (2004) involved more use of various materials based on student needs. Moreover, Chiang (2003) and You (2004) indicated that teachers used multiple or alternative assessment in addition to the traditional standardized tests. Both Hyland (1990) and Perez (1994) found a mismatch between teaching and testing, and teachers not assessing what they taught.

Most studies showed that teachers tended to talk more than students. Both L1 and L2 were used by most teachers, particularly those teaching in a nontarget language speaking environment (Duff & Polio, 1990; Lin, 2002; Rolin-Ianziti & Brownlie, 2002). Generally speaking, the classroom teaching of teachers in the reviewed studies varied by responding to curriculum guidelines or policies from the department or the government (Chiang, 2003; Hyland, 1990; Lim, 2002; Rolin-Ianziti & Brownlie, 2002; You, 2004) and/or teachers’ beliefs or perceptions of second language teaching and learning (Huang, 2003; Jusheng, 2001; Williamson, 1991; You, 2004).

Huang (2003), Jusheng (2001), and Williamson (1991) all suggested that teacher planning is crucial to ensure the occurrence of effective learning. Lim (2002) and Perez (1994) agreed that encouraging more use of oral activities to ensure the achievement of a communicative curriculum was desirable. Researchers (Allen, 1992; Chiang, 2001; Huang, 2003; Jusheng, 2001; Williamson, 1991) recommended more use of student-centered, communication-based teaching involving activities requiring collaboration and teamwork.

Interesting enough, the studies reviewed in this chapter are across countries and grade levels and involved English, Chinese, French, Spanish, and Arabic as second/foreign languages in the classrooms. More researchers were in agreement, rather than disagreement, regarding the nature of classroom variables related to teaching in ESL classrooms.

**Chapter 3 Methodology**
This study utilized systematic classroom observation as the major research method to collect data on the nature of teachers’ classroom curriculum. The use of structured classroom observation enables the researcher to capture the presence and frequency of the defined observed behaviors (Croll, 1986; Wiersma, 1991). Findings from the observation data were also matched to MOE guidelines. In addition, interviews and relevant course documents were collected to provide qualitative descriptions to supplement quantitative findings from classroom observations and further support the examination of the EFL classroom. The process of using multiple methods to collect data, also known as triangulation, “helps to eliminate biases that might result from relying exclusively on any one data-collection method” (Gall, Gall, & Borg, 2003, p. 464).

Participants and Sites

The population of this study was 8 third-grade EFL teachers in Taiwan’s public elementary schools. The study sample was chosen from elementary schools in the county of Tainan. The 8 schools were labeled from 1 to 8 and are called by number in this study.

Eight teachers, one from each of the eight schools, volunteered to participate in the study. Two requirements for choosing the participating teachers were observed: (1) they had to be a third-grade English teacher and (2) they would have to volunteer to participate in the study. Half of the participating teachers in this study had been approved as EFL qualified teachers and another half were hired from outside school language institutions. The participating teachers in those schools were selected because of the recommendations of the principal or the school’s English team leader and more importantly, they volunteered to participate in the study.

Students in a school are assigned to a class according to their age. Students in a third-grade class are about 9 years old. The English language proficiency of students in the class varies. Some may have learned English for several years in outside school English classes and some may have not learned English at all. According to Taiwan’s Ministry of Education, the number of students in each class should not be more than 35. Most of the participating schools have more than 35 third-grade students and thus have more than one third-grade class. The class size varies across the schools depending on the number of third-grade students in each school. Based on the schedule of the researcher, a third-grade English class of each volunteer teacher was selected.

According to MOE, the instructional time for elementary school classes is 40 minutes. However, depending on the needs of the curriculum implementation and students, schools can adjust the duration of class sessions and the total English instructional time per semester. All the participating classes followed the guideline of 40 minutes per session, though sometimes a
teacher’s instructional time was extended.

**Materials**

Data gathering tools included the observation instrument, the teacher interviews, and documents or artifacts relating to teachers’ implementation of the EFL curriculum, including the official MOE curriculum guidelines. An instrument for Discrepancy Analysis was also used.

**Observation Instrument**

The design of the instrument was based on eight 5-minute intervals over a 40-minute class, meaning that during each of the intervals, a teacher’s teaching behavior was coded. The content of the instrument was designed for gathering data on the research questions, including the nature of teachers’ classroom curriculum implementation as well as the nature of English use by teachers and students. Thus, the observation system included three categories. Twelve behavior items were observed related to English language areas taught. (Appendix A).

The categorization of the instrument contents was initially created based on several sources, including the MOE guidelines, Cicchelli’s (1983) instrument used for the study of instructional patterns, and the book of O’Malley & Pierce (1996). Some observation variables were added and/or revised during the review related to theories and studies as well as the results of the feasibility study. Each observed behavior on the observation instrument was defined to make the item specific, the meaning clear and the behavior readily recognizable. The variables in the instrument were modified as necessary after the feasibility test.

Determining the reliability of the instrument was important (Frick & Semmel, 1978; Mason & Bramble, 1997; Suen & Ary, 1989). The inter-rater reliability of the instrument for this study was tested initially in a Chinese as a foreign language class in the United States and then applied in 10 EFL classrooms in Taiwan. Two observers, the researcher and an ESL/EFL teacher, recorded a class together using the observation instrument. The recording of their observation was compared to obtain inter-rater reliability. Suen and Ary (1989) provide a formula, $P(%) = \frac{\text{No. of agreements}}{\text{No. of agreements} + \text{No. of disagreements}} \times 100$ (p. 105). When the two observers showed the same amount of the total frequency (within a 5% relative tolerance) for an observed variable, an agreement was reached. If the frequency counts of a variable between the two observers did not agree within the tolerance, it was a disagreement. For the variables showing disagreement, discussion followed and the variables were redefined or modified. The classroom tape was replayed for another trial of recording. After several trials, the inter-rater reliability was indicated at 90%. For the EFL classes observed in this study, the inter-rater
reliability was indicated at a mean of 80%.

**Teacher Interview Questions**

While observation is useful to obtain descriptions of behaviors or events, interview questions are used to obtain more qualitative type data (Bogdan & Biklen, 2003; Maxwell, 1996). The open-ended interview questions to teachers were designed to provide rich descriptions of classroom behaviors not captured in the observation data.

**Relevant Course Documents and Artifacts**

Relevant course documents and artifacts, including lesson plans, the textbooks, hand-outs, and test papers, were obtained from teachers. These sources provided data that complemented the observed classroom behaviors and enabled the study to have a broader perspective (Mason & Bramble, 1997). In addition, the EFL curriculum implementation guidelines published by MOE were obtained and translated. The MOE guidelines were used in this study to determine the extent to which they matched teachers’ classroom implementation of the EFL curriculum.

**Discrepancy-Analysis Instrument**

To determine the extent to which and in what areas teachers implemented the guidelines, an instrument was created, following the work of Weller, Ahnell, and Reynolds (1983). Eight statements in relation to various curriculum areas were culled from the MOE guidelines, serving as an ideal curriculum defined by the Ministry of Education in Taiwan. Observation variables, such as vocabulary, conversation, textbooks, and performance assessment, related to the eight statements were selected in order to evaluate the degree of implementation and the corresponding overall (urban and rural) frequencies noted. A frequency scale was defined from 5 to 0. The higher the number, the more the teachers’ implementations were in accord with the MOE guidelines. Number 0 represented no observations indicated in that area (Appendix B).

### Chapter 4 Findings and Discussion
Following are findings and a discussion corresponding to the four research questions including: (1) the nature of EFL curriculum used by third-grade English class teacher, and (2) the extent and in what areas teachers implemented Taiwan’s national curriculum guidelines.

Question 1 sought to determine the nature of EFL curriculum used by 3rd grade English teachers. Observation findings showed that teachers emphasized vocabulary development, at 22.8% of all observations in the language components area, and indicated second attention to pronunciation, at 22.6%, further confirmed by interview data. Oral reading ranked third at 11.6%. Culture and silent reading appeared the least, at 1.3% and 1.1% respectively. Textbooks were the major instructional materials, used at 91.8% of all materials. Only 2 out of the 8 teachers showed the use of other materials, including handouts, worksheets, and picture books. The interview data revealed that all teachers based their curriculum on textbooks. Six teachers expressed the opinion that flashcard was their preference among teaching aids, though it was observed that the blackboard was used more, at 38.3%. The participating teachers’ teaching styles were reflected in the high occurrence of teacher-student collaborative type of classroom language activities, indicated at 77.2%. Teaching style was also reflected in the category of organization and presentation, within which teacher-directed implementation of the tasks and activities was highest, at 87.8%. Interaction between teachers and students were mainly initiated by teachers, at 65.7%. Six teachers reported games as the most effective activity because students were more willing to participate than in other kinds of activities. Performance assessments, both in groups and individually, were the primary means of assessment and took up 43.6% and 36.1% respectively. Teachers also stated in the interviews that performance assessment was their preferred assessment tool. Teachers and students spent time talking and listening, at 43.8%, rather than writing, at 3.6%. English was used at 50.8% of total language use, more than Chinese or a mixture of the two languages. All teachers claimed their use of both English and Chinese in classes since pure English instruction was too hard for many students and was just an ideal in Taiwan’s school environment.

Question 2 sought to determine the extent and the areas of teachers’ implementation of MOE curriculum guidelines. To do this, a scale value ranging from 0 to 5 was determined, corresponding to weak to strong. Eight statements were culled from the MOE curriculum guidelines. The MOE Curriculum Statements 1 to 3 regarded the English language areas taught. Matching teacher implementation with MOE Curriculum Statement 1, the curriculum goals, a rather weak grand mean of 1.4 scale value was found showing not much focus on communication competence and cultural understanding. MOE Curriculum Statement 2 was matched to teaching
the four language skills. The distributed usage of the teachers averaged out to a mean of 3.6 scale value. MOE Curriculum Statement 3 indicated four language components and teacher implementation reached a grand mean of 3.8 scale value. In MOE Curriculum Statement 4, MOE suggested utilizing a variety of materials, including both audio and print materials. The textbooks, among print materials, appeared with the highest possible (the strongest) scale value, \( M = 5 \). Six teachers were never observed using other materials, such as handouts and worksheets. MOE Curriculum Statement 5 indicated the use of teaching aids, including flashcards, picture stories, and multimedia tools. A grand mean of 1.9 scale value was observed. MOE Curriculum Statement 6 claimed interactive teaching/learning as the main mode for classroom activity. The teachers demonstrated the highest degree of frequency scale value, \( M = 5 \), in teacher-student interactive activities, while the student-student interactive activities was observed to occur at \( M = 2.3 \). Matched with MOE Curriculum Statement 7, relating to the area of assessments, performance assessments occurred at \( M = 4.9 \) while standardized test appeared at \( M = 2 \). Teacher implementation was found to be in general accord with the MOE guidelines, minimizing standardized tests as MOE recommends and focusing on performance assessments, though the other kinds of alternative assessments did not occur much, at \( M = 0.5 \). MOE Curriculum Statement 8, emphasizing the use of English in the classroom had a high matching frequency at \( M = 4.1 \).

Observations substantiating a teacher implementing a MOE guideline statement, unweighted by frequency, were determined for all teachers and compared to a theoretical maximum yielding a 90% degree of MOE implementation. Among the 44 variables under the eight categories listed in the observation instrument, 86% had been observed in the classrooms of the 8 teachers, regardless of the frequencies and about 70% were reflected in the MOE guidelines. In conclusion, matching up the observed frequencies of variables relating to the eight curriculum statements selected from the MOE guidelines showed that the observed EFL classroom curriculum was in strong accordance with the eight guidelines.

Interview data indicated that 6 teachers were not very clear about MOE curriculum guidelines, but they planned their curriculum based on the textbooks which they believed the design must follow the MOE guidelines. Seven teachers declared that they would plan EFL curriculum differently from the textbooks if they were allowed.

**Discussions**

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Previous studies showed that teachers tended to focus on language form, or linguistic knowledge, including vocabulary, grammar, and pronunciation (Allen, 1992; Arishi, 1984; Chiang, 2003). Most reviewed studies showed teachers emphasizing the development of oral skills in the classroom. However, accuracy of language form was stressed rather than fluency in language use (Allen, 1992; Arishi, 1984; Chiang, 2003; Huang, J., 2003; Jusheng, 2001; Williamson, 1991; You, X., 2004). Findings of the current study agreed with the previous studies, showing that the third-grade teachers stressed linguistic knowledge, particularly vocabulary, and the development of oral language in their implementation of EFL classroom curriculum.

Foreign language curricula in several countries, including the United States, Taiwan, Korea, and Japan, have included knowledge of cultural understandings as one goal of teaching and learning a foreign language (Lim, 2002; Ministry of Education, 2003; Sowers, 1996). However, this study observed little teaching of culture represented in the curriculum. Classroom observation data showed that the components teachers taught that involved cultural elements were vocabulary or conversation relating to foods or life styles. However, teachers simply taught the words without introducing the cultural aspects behind their meaning. Several researchers have also noted in their research that culture topics were seldom discussed (Arishi, 1984; Duff & Polio, 1990; Lim, 2002; Tucker, 2001).

Textbook-driven instruction, with rare use of other materials, was found in the studies by Chiang (2003) and Lim (2002), concurring with the findings in this study. While teachers taught content mostly from the textbooks, they used their own unique teaching styles to do so. Not indicated by other studies were the findings of this present study revealing that not having sufficient time indicated a kind of pressure on teachers relative to their use of materials, other than the text, as well as relative to the range of language components to be taught.

While J. Huang (2003) found that there were a large amount of visual aids used by the teachers’, including charts, flash cards and pictures, this study showed similar findings. Visual aids were used frequently, including flashcards, sentence strips, posters, and various realia. Further, blackboards, although not the favorite aid of teachers, were used most frequently when teachers were teaching words or sentences not shown on flashcards or sentence strips, or when they needed to demonstrate to students how to spell.

In this study, teaching style data suggested that EFL class involved more active student participation, compared to classrooms in the early days as supported by the work of Arishi (1984), Chiang (2003), Lim (2002), and Richards and Rogers (1986).

Test-driven English lessons had been accepted by Taiwan’s society for a long time (Duo,
Recent studies by Chiang (2003) and X. You (2004) found that the observed elementary school EFL teachers in Taiwan utilized performance assessments instead of using standardized tests solely, further concurred in this study.

The work of Chiang (2003), Lim (2002), and X. You (2004) examined the relationship of teacher implementation of EFL curriculum in elementary schools with MOE curriculum guidelines. Their findings all showed a general accordance between actual implementation of EFL curricula and MOE guideline, and judged it to be mainly due to the design of textbooks complying with the guidelines, a finding indicated in this study.

Chapter 5 Implications

This study presented data on the current EFL curriculum being implemented by English teachers in the third grade of 8 elementary schools in Taiwan in 2006. The following implications are presented.

1. This study found that teachers were committed to using textbooks that matched the MOE curriculum. While flexibility in the use of other materials was possible, few teachers chose to use materials other than the standard texts. In the future, they should be encouraged to do so.

2. It was found that teachers had some definite opinions regarding the textbooks, suggesting that publishers may wish to consider their suggestions in future textbook designs.

3. This study found that in a few specific areas of teacher implementation, such as culture and use of picture books, there was little conformity to MOE guidelines, suggesting that professional development with teachers in these areas may be appropriate.
References


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Teacher: As Exampled by an English teacher. Master thesis, National Chung Cheng University, Taiwan.
APPENDIX A
OBSERVATION INSTRUMENT

<table>
<thead>
<tr>
<th>Observed Behavior</th>
<th>0 - 5</th>
<th>6 - 10</th>
<th>11 - 15</th>
<th>16 - 20</th>
<th>21 - 25</th>
<th>26 - 30</th>
<th>31 - 35</th>
<th>36 - 40</th>
</tr>
</thead>
</table>

**I. EFL CURRICULUM IN THE CLASSROOM**

**A. English Language Areas Taught (1)**

1. Alphabet
2. Vocabulary
3. Syntax
4. Pronunciation
5. Conversation
6. Oral reading
7. Silent reading
8. Writing
9. Listening Comprehension
10. Reading Comprehension
11. Cultural aspects
12. Other

**B. Use of Instruction Materials (1)**

1. Textbooks
2. Handouts
3. Worksheets
4. Picture books
5. Other

**C. Use of Teaching Aids (1)**

1. Blackboard
2. Flashcards
3. Audio/Visual equipment
4. Objects/Other
<table>
<thead>
<tr>
<th>Observed Behavior</th>
<th>Time interval (per 5 minutes for 40-minute class period)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 - 5</td>
</tr>
<tr>
<td>D. Teaching Style ( T - teacher directed, TS - teacher/student collaborative, S-student-directed, SS - student/student collaboration)</td>
<td></td>
</tr>
<tr>
<td>1. Tasks and Activities</td>
<td></td>
</tr>
<tr>
<td>2. Organization and presentation</td>
<td></td>
</tr>
<tr>
<td>3. Teacher-student interaction</td>
<td></td>
</tr>
<tr>
<td>E. Assessment (Student evidence of learning) ( I )</td>
<td></td>
</tr>
<tr>
<td>1. Standardized test</td>
<td></td>
</tr>
<tr>
<td>2. Performance assessment (G, I)</td>
<td></td>
</tr>
<tr>
<td>3. Portfolio assessment</td>
<td></td>
</tr>
<tr>
<td>4. Student self-assessment</td>
<td></td>
</tr>
<tr>
<td>5. Other</td>
<td></td>
</tr>
</tbody>
</table>

II. TEACHER USE OF LANGUAGE

Mode (English, Chinese, Mixture, Other )

1. Oral
2. Written
3. Gestures ( I )

III. STUDENT USE OF LANGUAGE

E, C, M, U, ○: circle the utterance if uttered in chorus, coded with a tally "I" in the item D

A. S/T oral interaction
B. S/S oral interaction
C. Written
D. Group talking
E. Other ( I )

Note:
APPENDIX B
DISCREPANCY ANALYSIS INSTRUMENT

<table>
<thead>
<tr>
<th>MOE Statements</th>
<th>Related observed variables and inspection of materials</th>
<th>Degree of Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5 4 3 2 1 0*</td>
</tr>
</tbody>
</table>

5--------4---------3--------2--------1

High frequency-----Average-----Low frequency

II. Curriculum Goals
1. Develop students’ basic communicative competence
2. Develop students’ interest and strategies in learning English
3. Develop students’ recognition of native and foreign cultures

III. Competence Indicators
In the elementary school stage, the main focus of the curriculum should be listening and speaking. Reading and writing are not neglected but gradually integrated into the curriculum.

V. 1- (3) Language components
A. Alphabets
B. Pronunciation
C. Vocabulary
D. Sentence structure

V-5 Teaching resources
English materials should contain audio and print materials. Authentic materials such as menus, timetables, schedules, maps, signs, newspapers and magazines can be used during instruction.

Note. Roman numerals correspond to those which appear in the MOE guidelines.

*Number 0 represented no observations.
### Teaching aids

English teaching should integrate print materials with various media and teaching aids. Teaching aids and supplementary materials can be developed; for example, flashcards, picture cards, situation pictures, picture stories, easy extra readings, videotapes, and computer-assisted teaching software.

- Flashcards, sentence strips
- Audio/Visual equipment
- Picture books
- Objects/Other materials

### Methodology

**V-3 Methodology**

Teaching should break up the traditional mode of one way knowledge input to an interactive mode of students interacting with their peers and teacher. Teachers should provide situational activities and interactive practice to allow students to learn from the activities.

- Teacher/student collaborative
- Student-directed
- Student/student collaborative

### Assessment

#### V-4 Instructional Assessment

Instructional assessment should take multiple modes. In addition to testing, assessment measurements should cover the presentation of student works. Listening and speaking should be assessed based on the performance in oral practices, role playing, and pair or group interaction in class. Paper and pencil tests are not encouraged.

- Less standardized test
- Performance assessment
- Portfolio assessment, Student self-assessment, Other

### Language use

#### V-3 Methodology

English should be used at much as possible during teaching in order to increase the opportunities of listening and speaking.

- Teacher use of English in oral
- Student use of English in oral

### MOE Statements

<table>
<thead>
<tr>
<th>MOE Statements</th>
<th>Related observed variables and inspection of materials</th>
<th>Degree of Frequency</th>
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