URN etd-0407109-183711-897
Author Ying-Chu Chen
Author's Email Address No Public.
Statistics This thesis had been viewed 38 times. Download 57 times.
Department
Year 2005
Semester 1
Degree Master
Type of Document Master's Thesis
Language English
Title Novice Elementary English Teachers' Beliefs on Teaching English as a Foreign Language
Date of Defense 0000-00-00
Page Count 243
Keyword
elementary English education
novice English teacher
teachers' beliefs

Abstract
Since English became a part of elementary curricula in 2001, growing attention from the researchers has been attracted to elementary English education. While different studies are carried out to make the picture of elementary English teachers' knowledge and beliefs clearer, the instructional beliefs of the novice elementary English teachers are relatively vague. In order to have an in-depth understanding about the language instructional beliefs of elementary English novice teachers, open-ended interviews are used in this research to explore (a) their perceptions about elementary English education, (b) the underlying pedagogical beliefs on teaching English as a foreign language, and (c) the problems and difficulties faced by the novice teachers together with the strategies employed to overcome the difficulties.
The findings of this study are summarized as follows. First, three major themes were identified to characterize novice participants' beliefs about elementary English education: (a) to provide an accessible language environment, (b) to cultivate pupils' interest, and (c) to develop basic communication for daily use. Regarding the second research question, four central ideas are held by the novice participants to form the pedagogical beliefs on teaching English as a foreign language: (a) to construct a bottom up instruction, (b) to adapt to learners' needs, (c) to have concrete & multidimensional teaching material, and (d) interactive learning. In terms of the problems faced and the strategies employed, the participants should (a) adjust classroom instruction in hope of smoothing the impact of twin-peak effect; (b) make a compromise in order to bring close the gap between ideal and reality; and (c) accept the internship arrangement
passively with little efforts made to fend for their benefits in hope of extending their English instructional experience.
This study concludes that (a) the novice participants' English instructional practice is the result of the interaction between their beliefs and constraints, (b) an overall consistency is found between the novice participants and the experienced teachers with minor differences, (c) the novice participants' pedagogical knowledge needs further developing, (d) the novice participants' internship program is insufficient.
Suggestions to the teacher educators, the elementary schools, the elementary English teachers and the novice elementary English teachers are provided to improve the courses of elementary teacher education as well as to ensure a smoother and more effective internship program.
Advisory Committee Shih-Guey Joe - advisor

Wen-Shann Hwang - advisor

Files etd-0407109-183711-897-003.pdf
etd-0407109-183711-897-002.pdf

indicate access worldwide
Date of Submission 2006-08-01