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Abstract Abstract

The purpose of the thesis is to investigate teachers' instructional problems

with teaching English to non-English majors at Southern Taiwan University of Technology. With respect to the major problems with STUT students' English learning, this study finds that students' tech-vocational educational background was regarded by the interviewed teachers as the most serious problem. Other major problems included students' low ability, lack of ability to pass the TOETIC or TOEFL, poor learning habits, a lack of basic vocabulary and grammar knowledge, and so on.

As regards the instructional methods, the traditional Grammar-Translation Method was still the most popular teaching method used at STUT, immediately followed by Audio-lingual Method and Exam-driven Method. Communicative Language Teaching, which is currently winning favor among educators, was only moderately used by STUT English teachers.

As to the hindrances facing teachers' selection of English teaching methods and materials, most teachers regarded students' unwillingness to talk as the most serious. Other hindrances included school-prescribed curriculum and exam content, large class size, students' lack of response and evasive behavior, and teachers' preoccupation with teaching many different classes.

Concerning teachers' expectations of English instruction, most teachers would like the school to provide teachers with developmental resources and research rooms. To enhance students' motivation and to make the study of English more interesting and profitable, classes are expected to be downsized, and English learning environment to be created, especially with the help of professional subject teachers.
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