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Abstract
This study aims to find out what the opinions of the elementary school teachers are concerning English teaching materials and their use in Kaohsiung. The subjects, 192 English teachers from 84 elementary schools in Kaohsiung, were invited to fill in the questionnaires. The main findings are summarized as follows:

1. For most elementary school English teachers in Kaohsiung, the most ideal way of acquiring teaching materials is leaving it up to private publishers to produce them and allowing each school to select freely from what is available (27.53%), rather than teaching from the school compiled English teaching materials (1.69%).

2. The top three widely adopted licensed textbook series in Kaohsiung are: Grade 6: Melody (16.67%), Kang-Hsuan (15.48%), and Hess (14.29%); Grade 5: Melody (16.67%), Hess (15.48%), and Kaohsiung Elementary School English Teaching Resource Center compiled textbook (13.10%).

3. The English Teaching Team of each school (36.78%) is the major decision-maker of the teaching material selection, followed by the individual English teachers (28.74%)

4. The textual content (97.83%) and the “phonics and reading” section (96.24%) were the teachers’ main considerations in teaching material selection.

5. Forty-four point ninety-seven percent of the teachers reported that they followed the textbooks almost completely (81%-100%) and 41.27% stated that they stuck to the text only 61%-80% of the time.

6. On the use of teachers’ manuals, 35.98% of teachers surveyed reported that they sometimes used them (41%-60% of the time), and 22.22% stated that they often used them (61%-80% of the time). However, another 20.11% were non-users, (0%-20% of the time).

7. Many more teachers thought students were interested in their textbooks than those thought students found the texts to be boring, (77.17% vs. 9.24%).

8. The top three factors which influenced a teacher’s level of satisfaction with a teaching material were “suitable level of difficulty” (100%), “suitable learning progress rate” (97.59), and the inclusion of “sufficient supplementary teaching materials” (96.41%) while the three factors which had little influence on the level of a teachers’ satisfaction with a teaching material were “translations or answers” (30.54%), “integration with other subjects” (48.80%), and “complaints from other teachers

” (62.05%).

9. A large portion of teachers (94.12%) do not use computer resources as teaching aids (utility rate 0%-40% in one semester). The reasons given were “the equipment at my school is unable to support English teaching” (87.68%), “it is unnecessary to use a computer to achieve our teaching goals” (27.54%), and “the software designed by publishers does not meet our teaching needs” (18.12%).

Advisory Committee Wen-shann Huang - advisor

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