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Abstract
The purpose of the study aims to explore Taiwanese elementary school English teacher's difficulty. The following four points would be discussed within the chapter: (1) To study the current elementary schools English teaching contents, teaching materials, teaching activities, teaching evaluations; (2) To investigate learning conditions, methods, outcomes of the students and their opinions toward English educations; (3) To explore difficulties encountered for elementary school English teachers from the officials, such as school administration, school policy and parents, in addition to find out possible solutions.
In order to present the most accurate statistics, 74 English teachers and 321 elementary school students within KeeLung City were targeted to assist the completion of two particular questionnaires, as shown in Appendix A (Teacher's Questionnaire) and B (Student's Questionnaire). Questionnaire effective duration was conducted within February 1st – March 31st, 2007. As for calculating the related quantitative data, research instrument – SPSS 15.0 English Version for Windows were selected to perform Descriptive Statistics and Chi-square analysis for data analyze process in this chapter.
According to the results, the major findings were: (1) regarding of textbooks, most teachers considered that the importance of textbook was to match students' need. Nevertheless, only few teachers designed the textbook by themselves; most teachers adopted ready-made resource. As to students' opinions toward textbooks, over half of the students claimed that the level of textbook was medium. Most students liked the textbooks due to the illustration was attractive and the content was interesting. Otherwise, few students disliked the textbook since they didn't understand the content. (2) Most teachers adopted Direct Instruction; whereas few teachers selected Communicative Language Teaching. Concerning of teaching activity, most teachers chose "listen to cassette tapes" and "giving students explanation" as the most used teaching activity; whereas most teachers considered that "playing game" was the most helpful teaching activity which revealed similar result to students' favorite teaching activity.(3) 41.12% of students disliked English class because of quiz. Most students preferred taking games as evaluation. However, most teachers tended to adopt quiz as evaluation. (4) As to slower learners, 32.4% of teachers would report to homeroom teacher; whereas few provided after-school tutoring. (5) The most difficult problem teachers encountered was students with various English learning background. Most teachers attended workshop to solve the problems. Few teachers asked school authority for assistance. Finally, setting English classroom was the urgent need for most teachers.
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