

投稿類別：英文寫作類

篇名：

The Study on Students' English Learning under All-in- English Environment:

A Case Study of Students at Vocational High School in Kaohsiung

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Chapter One●Introduction

I.1 Research motivation

I.1.1 The government emphasizes the importance of English

Form now on, a quarter of people speak English in the world. Everybody regards English as a basic communicative language. The global phenomenon of English is affecting the English education in Taiwan, so many elementary schools start adding English class at the early grade.

I.1.2 Learning language in all-in-English environment

Many linguists claim that the younger a child learns English, the better he has in English. Therefore, many schools arrange several all-in-English classes into the course in order to make students have better abilities in English. However, since senior high students have learned English for over 10 years, why their English is not good enough? Is it good for a senior high school student to learn language in all-in-English environment?

I.2. Literature Review

I.2.1. Teaching theory

I.2.1.1. The grammar-translation method

Chart 1

Method Category	The Grammar-Translation Method
Theory of Learning	1. Lg learning is primarily memorizing rules and facts. 2. Translation is used as a means of 1g learning.
Objectives	Reading literature and doing translations in both directions.
Language Skills	1. Reading and writing in the target 1g. 2. Translation.
Learner Roles	Tries to learn grammatical rules. Read and write. Translate. Memorize rules.

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Activities	1. Grammatical exercises and translation. 2. Vocabulary lists to memorize.
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I.2.1.2. The direct method (DM)

Chart 2

Method Category	The Direct Method
Theory of Learning	1. Monolingual approach to 1g teaching. 2. Grammar should be taught inductively.
Objectives	The purpose of 1g learning is communication.
Language Skills	1. Lessons should contain some conversational activity-some opportunity to use 1, in real contexts. 2. Students should be encouraged to speak as much as possible.
Learner Roles	Think in the TL, as soon as possible.
Activities	Repetition.

I.2.1.3. The audio lingual method (ALM)

Chart 3

Methods categories	Audio-lingual Method
Theory of Learning	1. Language learning is habit formation. 2. Skills are learned more effectively if oral precedes written. 3. Lg learning is being conditioned. 4. Reinforcement helps students to develop correct habits.
Objectives	1. Mastering the structures of sound, form and syntax. 2. Native speaker mastery. 3. Accurate pronunciation.
Learner Roles	The student can be conditioned to produce correct responses.
Language Skills	Speaking is the most important.
Activities	1. Dialogue manipulation. 2. Drills of mimicry and memorization.

I.2.1.4. Communicative language teaching (CLT)

Chart 4

Methods Categories	Communicative Language Teaching
Theory of Learning	1. Activities involving real communication.

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	<ol style="list-style-type: none"> 2. Carrying out meaningful tasks. 3. Language learning comes about through using 1g communicatively, rather than through practicing 1g skills.
Objectives	Objectives will reflect the needs of the learner, they will include functional skills as well as linguistic objectives.
Learner Roles	Learners as negotiator, integrator, giving messages as well as taking them.
Language Skills	Communication skill.
Activities	Engage learners in communication; involve processes such as information sharing, negotiation of meaning and interaction.

I.2.1.5. Total physical response (TPR)

Chart 5

Methods Categories	Total Physical Response
Theory of Learning	<ol style="list-style-type: none"> 1. Reduction of stress. 2. Student can learn through observing actions as well as by performing actions themselves. 3. Lg learning is more effective when it is fun.
Objectives	Teach oral proficiency to produce learners who can communicate uninhibitedly and intelligibly with native speakers.
Learner Roles	Listener and performer, little influence over the content of learning.
Language Skills	Spoken language should be emphasized over written language.
Activities	Imperative drills to elicit physical actions.

I.2.2. Discussions on advantages and disadvantage of all-in-English learning

I.2.2.1. Advantages all-in-English Learning

I.2.2.1.1. Happy learning

Due to globalization during recent years, many parents choose to let their children who are from their young age study in the entire English environment, which is called “whole in English,” characterized that students learn English easily and happily in the English environment.

I.2.2.1.2. Enhancing the listening and speaking ability in the class

Under the all-in-English learning, students will improve gradually their listening and speaking ability, because they are forced to speak English.

I.2.2.2. Disadvantage of all-in-English learning

I.2.2.2.1. Lack of opportunities to speak

Once leaving all-in-English environment, students won't talk with friends or family in English all the time but Chinese. There are few classes that students can practice it.

I.2.2.2.2. Lack of confidence

While we don't understand what the teacher actually says and be afraid of asking questions, after a period of time, we accumulate a lot of confusion and lack of confidence in learning.

According to the projects, researcher claims that college students held a positive thinking and attitude in all-in-English teaching and that students also think they will develop their motivation in English learning. (Yu-Hui Chen , 2008) In addition, for elementary school students, they are full of interest and confidence in English learning under all-in-English environment. (Lin,Yen-Chin , 2007)

However, the information we found is mostly about elementary, junior or college students. That's why we want to know what senior high school students' point of view under all-in-English environment.

I.3 Research purpose

I.3.1. To let educators know the condition of students' English learning under all-in-English environment at school

I.3.2. Provide students some useful ways in learning English

Encourage students to take every opportunity in improving abilities in English, including listening, speaking, reading, and writing. Students can listen to Studio Classroom, talk to foreigners as much as possible, read a variety of articles,

and write compositions.

I.4. Research Questions

I.4.1 Is it good for a senior high school student to learn language in all-in-English environment?

I.4.2 What is their viewpoints about all-in-English learning in class?

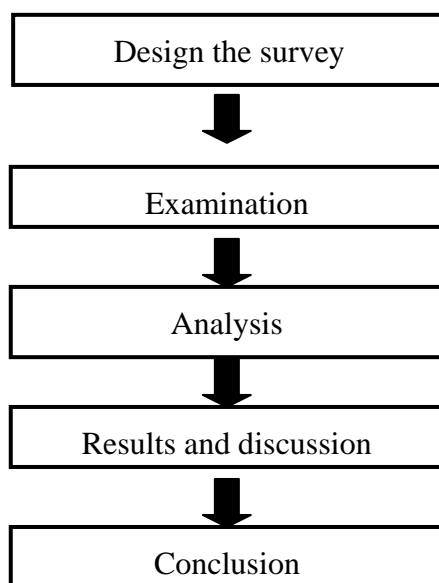
I.4.3 As for teachers, how do they feel when they teach with all-in-English teaching in class.

Chapter Two●Methodologies

II.1 The subjects

Ten teachers and 50 students were participants of this study. To understand the participants' opinions on students' English learning under all-in- English environment, the researchers created the questionnaire as the instrument of the study.

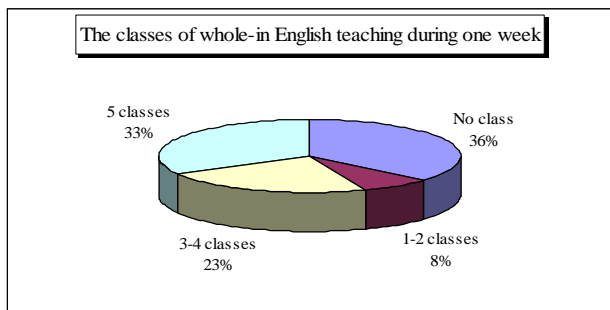
II.2 Data Collection Procedure



II.3. Results & Findings

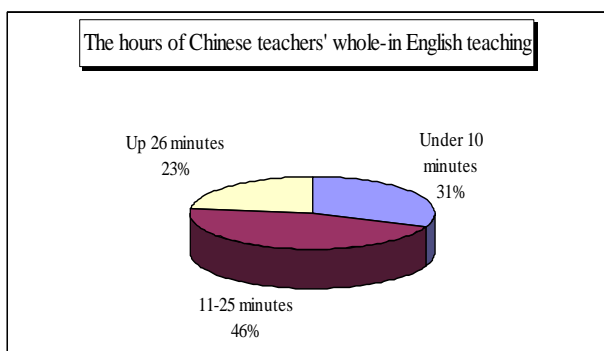
II.3.1.1. students part

Graph1



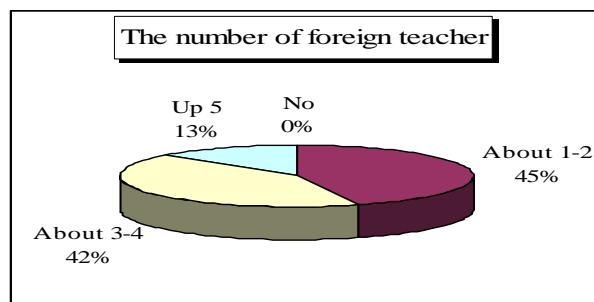
The picture shows that high school students have all-in-English learning within 5 classes, they just have a chance to receive whole-in English teaching if they have foreign teachers' classes.

Graph2



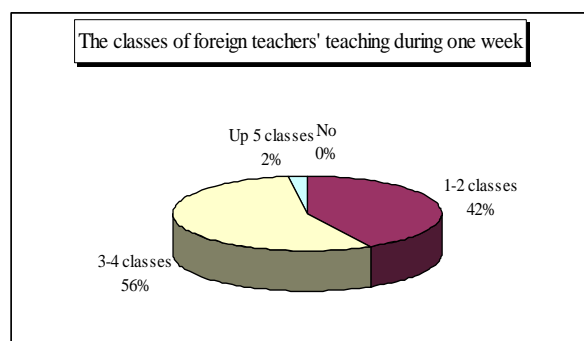
The picture shows that teaching hours of Chinese teachers spend in whole-in English teaching up to 25 minutes, it is about half of class.

Graph3



The picture shows that there are about 4 foreign teachers in high school, it means that students have chance to learn English in whole-in English.

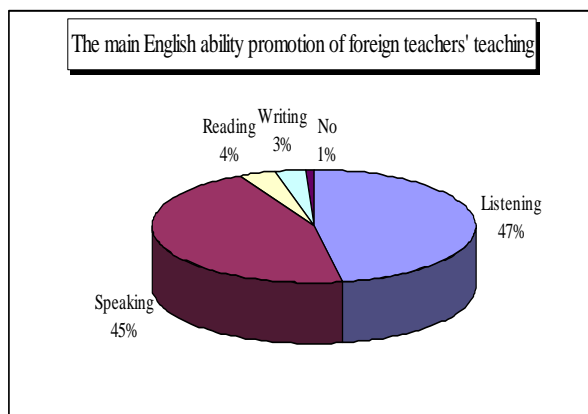
Graph4



The picture shows that high school students only have 3-4 classes during one week, the whole-in English teaching is not enough.

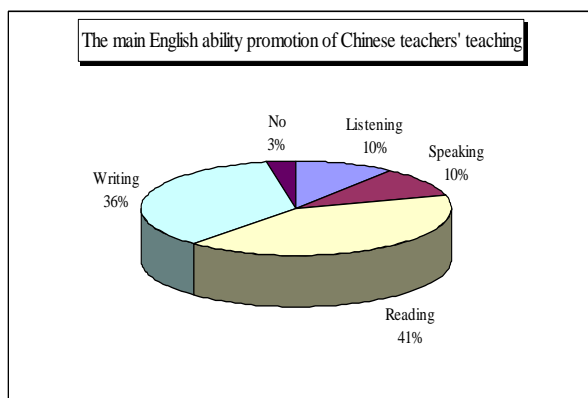
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Graph 5



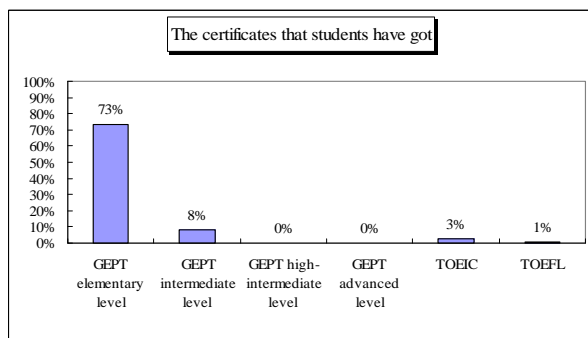
The picture shows that foreign teachers' teaching can improve students' speaking and listening.

Graph 6



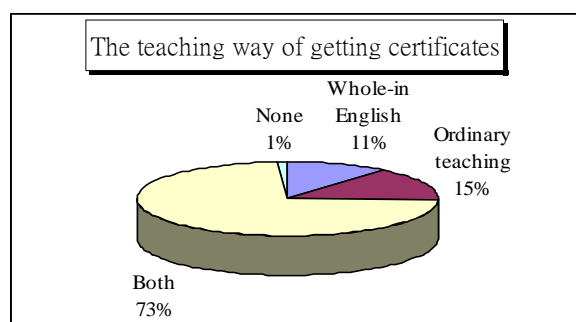
The picture shows that Chinese teachers' teaching can improve students' writing and reading.

Graph 7



The picture shows that most high school students have got the GEPT elementary level certificates.

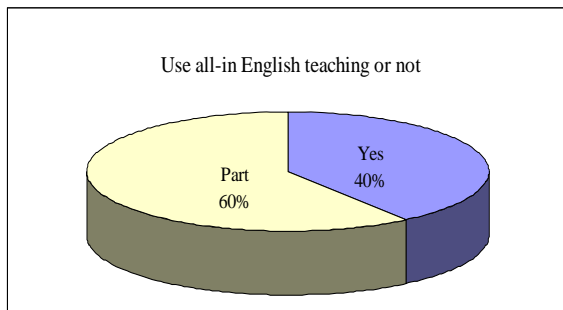
Graph 8



The picture shows that both of whole-in English and ordinary teaching can help students to English get certificates.

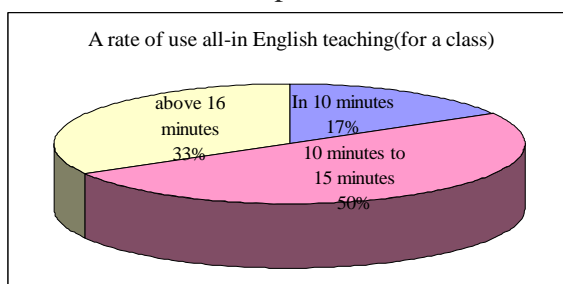
III.1.2. teachers part

Graph 9



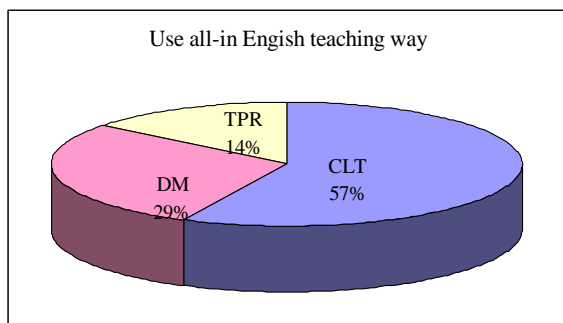
This picture demonstrates that part of teacher use all-in English teaching.

Graph 10



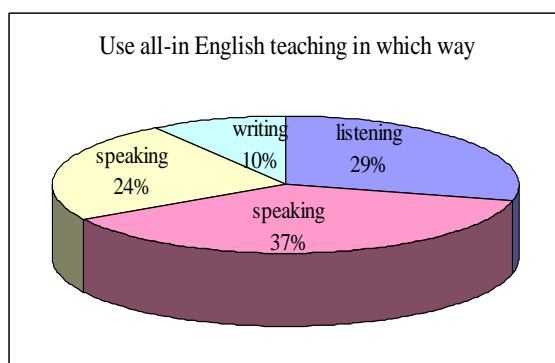
This picture demonstrates that teacher spend 10-15 minutes use all-in English teaching in class.

Graph 11



This picture demonstrates teacher use CLT at all-in English teaching.

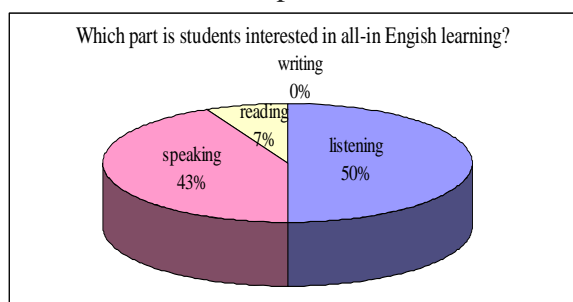
Graph 12



This picture demonstrates teacher usually use all-in English teaching when they are speaking.

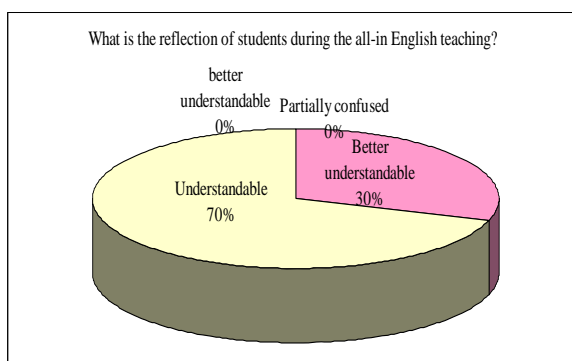
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Graph 13



This picture shows when teachers are teaching, students are interested in listening.

Graph 14



This picture demonstrates when teachers are teaching, a majority of students in class understand..

II.3.2. Brief comments on the Results

According to our survey, we find out that students learn English under all-in-English environment by Chinese teachers using communicative language teaching. In addition, students are affirmative to both of Chinese and foreign teachers' teaching. They think their English abilities have improved under all-in-English teaching given by Chinese or foreign teachers. To sum up, teachers and students held a high value on all-in-English environment.

Chapter Three•Conclusion

IV.1 Results finding

According to the results, we observe that the majority of students passing GEPT of elementary level can understand what Chinese or foreign teachers taught under all-in-English teaching in class.(Graph3 & 6) It shows that students will make progress gradually in English. Besides, there is an interesting situation. That is, students think Chinese teachers help them develop their abilities in writing and reading; on the contrary, foreign teachers help them develop their abilities in speaking and listening.(Graph 16 & 17) We can infer that there is no Chinese teacher gives

all-in-English during class. Finally, vocational high school teachers think that all-in-English learning is acceptable.

IV.2 Limitation

In this research, we came across with plenty of limitations, such as time. Meanwhile, while doing the questionnaire, we also encountered some problems. For instance, because all subjects come from the same department, it's hard to judge objectively if all vocational students have the same opinions. Besides, because of time limited, it would be better if we could get the result of questionnaire from english-speaking teachers.

IV.3 Recommendations for future research

Here are some suggestions for future research:

1. Expand the subject of questionnaire. For example, we could compare the difference or similarity in all-in-English teaching between two vocational schools.
2. Increase the number of subject of questionnaire, such as more students, teachers, and foreign teachers.

Chapter four ●References

1. Yu-Hui Chen(2008) ◦ A Research on Students" Attitudes and Perspectives Toward English-taught Courses in Ming Chuan University ◦ Ming Chuan University , Taipei.
2. Ting-Ting Hsu(2008) ◦ Teachers' Beliefs about All-In-English Teaching: An investigation of Children's English Cram Schools in Taichung City. National Taichung university of education , Taichung.
3. LIN,YAN-CIN (2007) ◦ The research of using all-in English teaching from an elementary school English teacher. National Pingtung University of Education, Pingtung.