THE RELATIONSHIP BETWEEN CHINESE ENGLISH TEACHERS' CLASSROOM INSTRUCTIONAL PRACTICES AND STUDENTS' SELF-EFFICACY IN THEIR ENGLSIH STUDY

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ABSTRACT

The purposes of the study were: 1) to investigate what types of instructional practices were used most in EFL classrooms in Lijiang Teachers' College, 2) to investigate how college students perceived their English teachers' instructional practices, 3) to investigate students' self-efficacy in English study, and 4) to determine whether any relationship existed between English teachers' instructional practices and students' self-efficacy in English study.

The population was 738 students and 53 English teachers at the English Department of Lijiang Teachers' College in Yunnan Province, China. The sample included 250 third-year students and three Chinese English teachers. They were selected by purposive sampling. The General Self-efficacy Scale, Self-efficacy Scale in English Study, and Survey of Students' Perception towards Teachers' Instructional Practices were used to collect quantitative data; while semi-structured interviews and classroom observations were used to collect qualitative data. Quantitative data were analyzed by using statistical techniques such as percentage, mean, standard deviation, and Pearson correlation. ₀Qualitative data were analyzed by content analysis.

The major results were as follows: 1) Two major types of instructional practices were identified, namely, grammar-translation-based instruction and communication-based instruction. 2) Most students favored communication-based instruction and believed that grammar should only be taught when necessary. 3) Students were more confident in dealing with problems in life than in English study. 4) Communication-based instruction was found to be positively correlated with both the students' general self-efficacy and the students' self-efficacy beliefs in studying English (r = .16, p = .03 and r = .17, p = .02, respectively). However, the grammar-based English instruction was not significantly correlated with students' self-efficacy beliefs.

KEY WORDS: INSTRUCTIONAL PRACTICES/ ENGLISH STUDY / SELF-EFFICACY/ ENGLISH PROFICIENCY/ CORRELATION

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ความสัมพันธ์ระหว่างวิธีการสอนในชั้นเรียนของอาจารย์สอนภาษาอังกฤษชาวจีนและความสามารถในตนเองของนักศึกษาในการเรียนภาษาอังกฤษ

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาวิธีการสอนที่ใช้มากที่สุดในชั้นเรียนวิชาภาษาอังกฤษสำหรับผู้เรียนที่ใช้ภาษาอังกฤษเป็นภาษาต่างประเทศที่ วิทยาลัยฝึกหัดครูลี่เจียง ประเทศสาธารณรัฐประชาธิปไตยประชาชนจีน 2) เพื่อศึกษาการรับรู้ของนักศึกษาวิทยาลัยฝึกหัดครูลี่เจียงที่มีต่อวิธีการสอนของครูสอนภาษาอังกฤษชาวจีน 3) เพื่อศึกษาความสามารถในตนเองของนักศึกษาในการเรียนภาษาอังกฤษ และ 4) เพื่อศึกษาความสัมพันธ์ระหว่างวิธีการสอนของครูสอนภาษาอังกฤษและความสามารถในตนเองของนักศึกษาในการเรียนภาษาอังกฤษ

ประชากรทั้งหมดประกอบด้วยนักศึกษา 738 คน และอาจารย์สอนภาษาอังกฤษ 53 คนจากภาควิชาภาษาอังกฤษ ประจำวิทยาลัยฝึกหัดครูลี่เจียง มลฑลยูนนาน ประเทศสาธารณรัฐประชาธิปไตยประชาชนจีน กลุ่มตัวอย่างวิจัยคือนักศึกษาชั้นปีที่ 3 จำนวน 250 และอาจารย์สอนภาษาอังกฤษชาวจีนจำนวน 3 คน กลุ่มตัวอย่างวิจัยเหล่านี้ได้มาโดยสุ่มอย่างเฉพาะเจาะจง เครื่องมือที่ใช้ในการเก็บข้อมูลเชิงปริมาณเป็นแบบสอบถามประกอบไปด้วย 3 ส่วน ความสามารถทั่วไป ความสามารถในด้านภาษาอังกฤษ และวิธีการสอนของอาจารย์ เครื่องมือที่ใช้เก็บข้อมูลเชิงคุณภาพ ได้แก่การสัมภาษณ์กึ่งโครงสร้างและการสังเกตการณ์ในห้องเรียน วิเคราะห์ข้อมูลเชิงปริมาณโดยใช้ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และค่าสัมประสิทธิ์ สหสัมพันธ์ของเพียร์สัน วิเคราะห์ข้อมูลเชิงคุณภาพโดยการ วิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) วิธีการสอนที่ผู้สอนใช้มากที่สุดมี 2 ประเภท คือ การสอนแบบใช้ไวยากรณ์และการแปล และการสอนแบบเพื่อการสื่อสาร 2) นักศึกษาชอบวิธีการสอนแบบเพื่อการสื่อสาร และเชื่อว่า ควรสอนไวยากรณ์เฉพาะในตอนที่จำเป็นเท่านั้น 3) นักศึกษามีความมั่นใจในการแก้ไขปัญหาในชีวิตประจำวันมากกว่าการแก้ไขปัญหาการเรียนภาษาอังกฤษ 4) วิธีการสอนแบบเพื่อการสื่อสารมีความสัมพันธ์กับความสามารถในตนเองโดยทั่วไปและความสามารถในตนในการเรียนภาษาอังกฤษ ($r = .16$ และ $r = .17$ และ $p = 0.02$ ตามลำดับ) แต่วิธีการสอนภาษาอังกฤษด้วยไวยากรณ์และการแปล ไม่ความสัมพันธ์กับความสามารถในตนของนักศึกษา

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CHAPTER I
INTRODUCTION

This chapter presents an overview of this study including ten sections. The first three sections introduce the background of the study, the rationale of the study, and the statement of the problem. The next four sections discuss the objectives of the study, the research questions of the study, the significance of the study, and the conceptual framework of the study. The last three sections conclude with the limitations of the study, definition of terms, and chapter summary.

1.1 Background of the Study

Due to Britain's colonial expansion and settlements around the world and the rise of the United States as a superpower, English has been wildly spread across the whole world (Graddol, 2004). Nowadays, despite the fact that some people think that English is losing its popularity, it is still the main language in the whole world (Graddol, 2004). It has been proven that in the twenty-first century, English plays an even more important role in world communications, technology, and education (Crystal, 1999).

1.1.1 A Language of Communication

Nowadays, English language has become one of the most widely-spoken languages and the most popular second language and lingua franca in the world (Crystal, 1999).There are over 400 million native speakers in countries around the world including Great Britain, the USA, Canada, Australia, New Zealand, and South Africa. At least 600 million people have learned English in countries that have a special relationship with Britain or the USA (Crystal, 1999). In the coming 15 to 20 years, the number of English learners will increase to be 2 billion (Hasman, 2012). English is also an official language of the United Nations and some other international organizations, such as the International Olympic Committee, World Trade

Organization, and World Health Organization (Graddol, 2004). In short, English has become a common tool used by people around the world to communicate with each other. In addition to communication, English is also widely used in technology.

1.1.2 A Language of Technology

English is also regarded as a language of technology. According to the Hasman (2012), 70 % of the scientists in the world read and do research in English and publish their research findings in English. About 85 % of the mails in the world are written in English. About 90 % of all information in the world's electronic retrieval systems is stored in English. English is the international language of aviation. For instance, when Asian pilots land their airplanes in Europe, they and the ground controllers must use English to communicate with each other and settle problems. Business affairs are very often negotiated in English. Pop singers around the world typically favour lyrics in English. People watch American movies almost everywhere, and television productions and video games in English are popular all over the world. Seen from above, it is no wonder that English is regarded as a language of technology. Besides being a language of communication and technology, another important role English plays is in education.

1.1.3 A Language of Education

English is the medium for a great deal of the world's knowledge. Since the 1960s, English language has been adopted as the normal medium of instruction in higher education in many countries, like the Netherlands and Singapore (Crystal, 1999). A large number of nations, such as the Netherlands, South Africa, Singapore, China, and India, have also chosen it as their chief foreign language in schools (Crystal, 1999). Take China for example. In recent years, China has seen an explosion in the demand for English (Cortazzi & Jin, 1996). A report from the Ministry of Education (2001) stated that language teaching in China in the 21st century should train personnel to be competent enough to use English and communicate with the outside world. Hu (2004) points out that on the national level, English language education has been regarded by the Chinese leadership having a vital role to play in the nation's modernization and development. For individuals, proficiency in English can bring

economic, social, and educational opportunities for individual learners. Today, English is firmly established as a core compulsory course in primary schools, secondary schools, and colleges (Hu, 2004). There are about 80 million students studying English in secondary schools, with an additional 40 million learners in primary schools, specialized schools, and vocational schools in China (Hu, 2004).

To conclude, English, as the most important lingua franca and international language, has been playing a critical role in many areas, such as communication, technology, and education. It is vital for Chinese students to learn it well both for the sake of their own bright future and for that of the whole nation as well.

1.2 Rationale of the Study

In China, because of the dominant role English plays in the world and the escalating demands for English language proficiency, huge national and individual efforts and resources have been invested in English education in the hope of promoting learners' English proficiency (Hu, 2004). For instance, since the late 1980s, there has been a top-down movement to reform English language teaching (ELT) in China, and an important component of the reform has been an effort to import communicative language teaching (CLT) into the Chinese context to improve learners' communicative competence and English proficiency (Hu, 2002). It has also been proven that both theory-based instructional practices (Savignon, 2002) and self-efficacy beliefs (Su & Wang, 2012) play important roles in enhancing students' English proficiency.

1.2.1 Instructional Practices

A language instructional practice, or the teaching of languages, varies according to different social-political and economic contexts, and its various purposes (Cook, 2002). English language teaching has also been changing and undergoing transformation as it has sought new methods and examined older ones in order to address the range and level of English proficiency required for participation in todays' global community (Pica, 2000). For instance, the period between the 1950s and the 1980s has been regarded as "the Age of Methods" for English classroom instructional practices (Richards & Rodgers, 2001). A number of detailed prescriptions of language

teaching methods for classroom instructional practices were proposed during this period. Examples are Situational Language Teaching, Audio-lingualism, the Silent Way, Suggestopedia, Community Language Learning, and Total Physical Response. Since the 1980s, a more interactive teaching method known as Communicative Language Teaching (CLT) came to be known and gained popularity (Richards & Rodgers, 2001). Nowadays, with the emergence of English as a global language and lingua franca, and with technological innovation and the growing need for learner autonomy, the contexts of language teaching have been changing rapidly and profoundly (Savignon, 2007).

Recognizing the current complexity and diversity of these contexts, researchers have suggested that English language teaching has moved to a "post-method condition" (Kumaravadivelu, 1994). English teachers should abandon the idea of seeking out for better methods. Instead, they should design their practices or strategies of teaching to reflect local needs and experiences (Savignon, 2007). In short, the teaching of English has been in transition and reform in order to better fit the different purposes of English learning in different times.

Meanwhile, it has been discovered that learners can benefit from a variety of English instructional practices, which range from direct instruction, and correction of students to conversational communication (Pica, 2000). However, no single method can probably meet all of a learner's needs (Pica, 2000); this is because language teaching and learning are too complex for any single method to remain effective for an extended period of time (Kumaravadivelu, 1994). What English teachers need to do is to integrate important components of old and new methods, to reconceptualize them in the light of principles derived from second language acquisition theory and research, to be sensitive to learner needs, and to draw on a variety of teaching methods in their instructional practice to ensure learners' success (Pica, 2000). Apart from teachers' instructional practices, students' self-efficacy is also related to students' learning proficiency.

1.2.2 Self-efficacy

Self-efficacy has been of great importance both in general contexts and in educational contexts (Bandura, 1997). It has been discovered that a strong sense of

self-efficacy belief is related to better health, higher achievement, and more social integration, and it has become a key variable in many fields, such as clinical medicine, education, social development, health, and personality psychology (Conner & Norman, 1995). Nowadays, self-efficacy has been widely applied to such diverse fields as academic achievement, emotional disorders, mental and physical health, career choice, and sociopolitical change.

In the educational context, self-efficacy has been proven to be a primary variable in forecasting learners' academic performance (Shunk, 2008). It is believed that self-efficacy plays a key role in predicting learners' learning outcomes (Bandura, 1997). This is of considerable importance for teachers in that students with high self-efficacy actually engage in doing a task longer and more persistently; therefore, they achieve higher scores than those learners with low self-efficacy, even though they may have lower ability (Kirk, 2008). Self-efficacy is a motivational variable in learning and it seems almost impossible to examine some aspects of human functions such as learning, motivation and academic performance, without regard to the role of self-efficacy beliefs of the learners (Pajares & Urdan, 2006).

In addition to influencing students' learning outcomes, self-efficacy also affects learners' motivation. For instance, Schunk (2008) has pointed out that the motivational impact of self-efficacy is dramatic. He has stated that when self-efficacy perceptions is high, individual learners will engage in tasks that foster the development of their skills and capabilities, but when self-efficacy is low, learners will not engage in new tasks that might help them learn new skills. Bandura (1997) summarizes that students with high self-efficacy beliefs are likely to exert strong effort in the face of difficulty and persist at a task when they have the requisite skills. When students achieve their academic goals, their goal achievement conveys to them that they possess the necessary abilities to succeed in learning. These beliefs can motivate them to set new challenging goals. In other words, students' perceived self-efficacy beliefs are likely to be highly related to their outcome expectations and learning performances (Schunk, 2008).

To conclude, both teachers' instructional practices and students' self-efficacy are important in improving students' English proficiency or learning outcomes. For teachers, it makes sense to motivate students to learn English by using

different instructional practices; while for students, to have a high sense of self-efficacy in learning English can help them to achieve their goals in learning English more confidently and effectively (Schunk, 2008).

1.3 Statement of the Problem

English learning in China is a rather daunting and challenging task (Norton & Wu, 2001). Millions of EFL learners take regular English courses six hours a week, twenty weeks a term, for 12 terms in high school, and 48 terms at university (Norton & Wu, 2001). The way they learn English is to begin with regular memorization, grammar rules, sentence construction, and then move to conversations and shades of meaning (Liu, 2009). They usually learn to read, write, speak, and then comprehend aurally in exactly the reverse order stressed by Western pedagogy (Liu, 2009). Although Chinese students spare no efforts studying English, they still confront problems such as low English proficiency and low scores in international English tests like TOEFL and IELTS.

1.3.1 Low English Proficiency

An article called '*China's English ability lagging behind'*, which was published in one of the most famous Chinese official English newspapers *China Daily*, reported in September 2012 that China has a low proficiency in English, and China's English proficiency is the second-lowest in Asia. This report pointed out that China dropped from 29th last year to 36th this year in ranking. This was because that many Chinese students studied English for only tests. However, many well-recognized tests, such as the national college entrance exam, still focused on reading and writing instead of listening and speaking. This led to students' failing to practice listening and speaking, and that led to low proficiency scores. Another important reason reported by this article was that compared with many other countries, like Singapore and India, China lacked an environment to practice English and students had few opportunities to practice English outside of school.

1.3.2 Low TOEFL and IELTS Scores

In addition to Chinese students' low English proficiency, they are also reported to have low scores in international English proficiency tests such as TOEFL and IELTS. According to the TOEFL Test and Score Data Summary Report (2009), the Chinese TOEFL test takers average score is 78 (out of 120), two points higher than the average score in 2006. One official in ETS, Dr. Johnson, said that though the data showed that the score was two points higher than it was in 2006, the average score for the Chinese students was still very low. He added that the Chinese test takers were very weak in oral expression and listening.

Table 1.1: Chinese students' average scores in TOEFL Test from 2006 to 2011

Year	Average Scores
2006	76
2007	78
2008	77
2009	76
2010	77
2011	77

Seen worldwide, the Netherlands is regarded to be the top country that achieves the most scores (100) in the world, followed by Denmark and Germany. In Asia, China's average TEFOL score ranked the eighth among thirty major countries that took TEOFL in 2012. Table 1.2 shows the ranking.

Table 1.2: The Ranking of TOEFL Scores in Major Asian Countries in 2011

Country	TOEFL Scores	Ranking Order
Singapore	99	1
India	92	2
Philippines	90	3
Malaysia	88	4
South Korea	88	5
Hong Kong	81	6
Indonesia	80	7
China	77	8

Similarly, IELTS test takers were in the same situation as TOEFL test takers. IELTS official website published a statistical report of the 2011 global IELTS scores. The Chinese test takers' average score was only 5.6 points. It was the eighth lowest among 40 IELTS participating countries. From year 2007 to year 2011, the Chinese test takers' average scores were 5.45, 5.65 5.50, 5.60, and 5.60. See Table 1.3

Table 1.3 Chinese Students' Average Scores in IELTS Test from 2006 to 2011

Year	Average Scores
2006	5.40
2007	5.45
2008	5.65
2009	5.50
2010	5.60
2011	5.60

Table 1.4: The Ranking of IELTS Scores in Major Asian Countries in 2011

Country	IELTS Scores	Ranking Order
Singapore	6.89	1
Malaysia	6.83	2
Philippine	6.69	3
Hong Kong	6.67	4
Indonesia	6.17	5
India	5.79	6
Japan	5.79	7
South Korea	5.74	8
China	5.60	9
Taiwan	5.54	10
Thailand	5.38	11

1.3.3 Local Problems of Teaching and Learning English at Lijiang Teachers' College

English language teaching and learning in Lijiang Teachers' College also has some problems. According to the interview with the Dean of Foreign Language Department, Ms. Yang (2012), on the one hand, many teachers still focus on the delivery of English language knowledge, such as vocabulary and structure. Meanwhile, they ignore the development of the students' ability in using the language for communication. Classroom teaching continues to be largely teacher-centered, which does not foster students' interest and motivation for learning or develop their individuality. The teachers themselves agree that there is an urgent need for them to upgrade their professional competence. On the other hand, students here are reported to have low interest in English, and they only study English for passing school examinations. They also have a low English proficiency, especially in listening and speaking. In short, problems exist in both English teaching practices and learning activities. Solutions are urgently needed to solve these problems in order to enhance the quality of English teaching and learning at this college.

The purpose of the present study was to investigate Chinese English teachers' instructional practices and to investigate students' English learning self-efficacy beliefs. The study also intended to reveal the relationship between teachers' instructional practices and students' English learning self-efficacy. To fulfill this purpose, a mixed-method type of study was used to survey and interview students, to observe and interview Chinese English teachers at English Department in Lijiang Teachers' College.

1.4 Objectives of the Study

The current study has four main objectives, which are stated as follows.

(1) To investigate the types of instructional practices Chinese English teachers used in their EFL classrooms at the English Department of Lijiang Teachers' College.

(2) To investigate students' attitudes towards their English teachers' classroom instructional practice at the English Department.

(3) To investigate these students' self-efficacy beliefs in learning English.

(4) To investigate the relationship between teachers' English instructional practices and students' self-efficacy in their English study.

1.5 Research Questions

The present study seeks to answer the following four questions.

(1) What types of instructional practices did Chinese English teachers employ in their EFL classrooms at the English Department of Lijiang Teachers' College?

(2) What attitudes did students have towards their English teachers' instructional practices?

(3) To what extent did students perceive their self-efficacy in learning English?

(4) Was there a relationship between teachers' instructional practices and students' self-efficacy in their English study?

1.6 Significance of the Study

This present study is worthwhile because it can provide better insights into Chinese tertiary EFL teachers' actual use of teaching methods. It can also shed some light on the current English teaching and learning situation in the teachers' colleges in Yunnan Province. Such information could be beneficial to different groups of people involved in the field of language teaching and learning, such as EFL teachers, curriculum developers, educators, and administrators in terms of teacher development and curriculum innovation. Furthermore, the findings obtained from this study could be applied to other tertiary schools with similar contexts. In essence, the present study would serve as a guideline of what should be done to encourage teachers to incorporate different teaching approaches into their language classrooms. In addition, this study would also be the first of its kind in investigating the relationship among teachers' classroom instructional practices and students' self-efficacy at a teachers' college in Yunnan Province.

1.7 Conceptual Framework

To investigate EFL Chinese English teachers' instructional practices and the relationship between teachers' instructional practices and students' self-efficacy in their English language learning, the present study is framed within two sets of theories, namely, self-efficacy theory, and language teaching methods (LTM).

1.7.1 Self-efficacy Theory

Self-efficacy theory has originated from Social Cognitive Theory by Albert Bandura. According to Bandura's theory, self-efficacy is the belief that people have the ability to complete a given task or activity related to that competence, and it is closely related to a person's attitudes towards their ability to reach a goal. It is the belief that one is able to perform and act in a definite manner to achieve specific goals. It is the expectation that one can control a situation, and yell a positive outcome. Self-efficacy is an important concept in positive psychology. There are 3 factors that influence self-efficacy, namely, the behavior**,** environment, and personal / cognitive factors. They all influence each other, but the personal cognitive factors are the most crucial. Self-efficacy develops from mastery experiences in which goals are obtained through continuous perseverance and getting over difficulties, and from observing others succeed through sustained effort. Self-efficacy is connected with a person's belief of their ability to abstain a given goal. It can affect people's motivation, performance, feelings, and behavior (Bandura, 1986).

1.7.2 Language Instructional Practices

Language instructional practice or language teaching is "a coherent set of links between actions and thoughts in language teaching" (Larsen-Freeman, 2000, p. 2). It is shaped by a teacher's own understanding, beliefs, style, and level of experience. It should be decontextualized. How a method is implemented in the classroom is influenced not only by who the teacher is, but also by who the students are, their and their teacher's expectations of appropriate social roles, the institutional constrains, and demands, and factors connected to the wider sociocultural context in which the instruction takes place (Larsen-Freeman, 2000). Furthermore, it should also be noted that language teaching is closely associated with culture, and teaching method methods,

especially those imported directly from English-speaking countries may not fit comfortably with the local culture in certain parts of the world (Harmer, 2004).

Figure 1.1 shows how English teachers' instructional practices interact with students' self-efficacy, and how the mutual interaction leads to English proficiency.

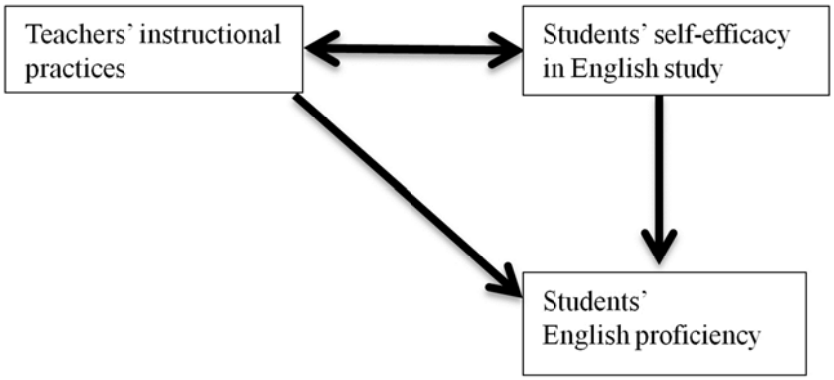

Figure 1.1: The conceptual framework of the study

1.8 Limitations of the Study

It should be noted that this study has investigated only the English teaching methods Chinese teachers of English used, and the self-efficacy of the third-year students at the English Department of the teacher college. The results of this study may not be taken as evidence for native English teachers, first-year students, second-year students, or students from other departments. Furthermore, because of time and financial constraints, the researcher was not able to investigate the situation in four-year universities, so the findings are restricted to three-year colleges, and may not be applicable to four-year universities.

1.9 Definition of Terms

This section introduces key terms used in this present study.

1. *Instructional practice*: Generally speaking, a teacher's instructional practice is what a teacher usually does to teach English to his or her students in the classroom. It is guided by certain English teaching methodologies theories. In addition,

it should include objectives of the course, types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization.

2. *Self-Efficacy*: Self-efficacy is people's own self-confidence in their capabilities to accomplish certain tasks or achieve specific goals successfully.

3. *Grammar Translation Method*: It is a kind of teaching method used to teach Latin at the beginning. It focuses on teaching of reading and writing, without any attention given to listening and speaking. Words and grammar are the basic teaching content. Students have to do a lot a translation exercises in order to reinforce what they have learned in the classroom.

4. *Communicative language teaching*: The goal of language teaching is to develop learners' communicative competence. It believes that language is a system for the expression of meaning, and the primary function of language is for interaction and communication. The focus of CLT is on speaking and listening; however, it does give attention to reading and writing as well. In other words, it focuses on both language fluency and accuracy.

5. Attitude: In the study, attitude refers students' general ideas or personal preferences towards their teachers' classroom instructional practices. It can be interpreted as students' personal evaluation towards their teachers' classroom teaching activities.

1.10 Chapter Summary

This chapter briefly summarized the rationale and the significance for the design of the study. The aim of the present study was to investigate the Chinese tertiary EFL teachers' instructional practices, their students' self-efficacy, and their relationship. Research on the association between teachers' instructional practices and self-efficacy is essential. This is because teachers' instructional practices can affect students' self-efficacy in their English study. This chapter thus so far has stated the objectives of the present study, and described its scope and significance. Also it briefly reviewed related theories to portray the theoretical framework employed to frame this study. The theories are self-efficacy theory (Bandura, 1997) and English teaching

methodologies (Richards, Rodgers, & Larsen-Freeman).

In the following chapter, the physical setting where this study was conducted is introduced first. Then related previous studies specifically on the areas of self-efficacy and English teachers' instructional practices have been reviewed to demonstrate how these issues have been studied.

CHAPTER II
LITERATURE REVIEW

This chapter reviews the literature related to key concepts and theories related to the current study. It is mainly divided into four parts. The first part introduces the physical setting where the present study was conducted. The second part discusses self-efficacy and related literature. The third part discusses teachers' instructional practices and related literature. The last part is the summary of this chapter.

2.1 The Physical Setting of the Study

This section introduces Lijiang Teachers' College, the place where the present study was conducted. First, the general information such as the location, the faculties, majors, teachers, and stuff was introduced. Then, the English Department was also introduced.

2.1.1 Lijiang Teachers' College

Lijiang Teachers' College is located in Lijiang City, southwestern part of Yunnan Province, China. It is a college for training students to be secondary school teachers in various fields including Chinese, English, computer science, mathematics, life science, arts, sports science, and political theories. The college focuses on teacher education. Meanwhile, it also actively develops high level vocational education, such as tourism and management, art design, and food biotechnology.

Lijiang Teachers' College has eleven faculties which include Chinese, English, tourism, computer science, mathematics and physics, life science, fine arts, physical education, educational science, continuing education, and ideological and political education. This college provides students with eighteen teacher training programs such as Chinese language education, English language education, pre-school

education, biology education, and fine arts education. It also offer students twenty-two non-teacher training programs, such as tour guide training, fine arts design, dancing performance, and food biology.

Up to the end of 2011, the number of full- time students was 6805, and there were thirty foreign students who were from the United States, the United Kingdom, Japan, Korea, Australia, and Thailand studying in the college. There are presently three hundred and eighty-five teachers and staff in the college. There are three hundred and fourteen full time teachers. Among them are six doctors, and one hundred and eighteen masters, who account for 39.49% of the total number. There are eleven professors, and sixty-five associate professors.

2.1.2 The English Department

The Department of English Language was founded in 1979. It specializes in training qualified English teachers for primary and secondary schools. During the past thirty-three years, it has trained up to two thousand primary and secondary school English teachers for Lijiang City and Yunnan Province. It has also trained thousands of qualified professionals for tourism and management. It has been making a great contribution to the development of local education and tourism. There are 18 classes with a total number of students up to 759. With respect to the teachers, there are thirteen female teachers and forty-three male teachers in the English Department. Seventeen of them hold master's degrees, and the rest hold bachelor degrees. There are two professors and eight associate professors among the fifty-three teachers.

The department now provides three programs for students to study, namely, English Education, English for Tourism and Applied English. All of the English majors have to study at Lijiang Teachers' College for three years. They have to study a variety of subjects. These subjects are college English, intensive reading, extensive reading, academic writing, English teaching methodology, English listening, college oral English, English grammar, English pronunciation, modern educational technique, pedagogy, psychology and computer.

Most of the teachers come from local areas in Lijiang. They all graduated from normal universities. A few of them are from other provinces such as Gansu Province and Guangxi Province. Some of the teachers are Han Chinese, whereas other

teachers have ethnic backgrounds. However, they all work hard to help students to achieve their goals. As for the students, most of they are from local areas and Yunnan Province. A few of them are from other provinces like Sichuang, Jining, and Shangdong. Many of them have ethnic backgrounds, and only some of them are Han Chinese. However, they all work hard for their future in this college.

Students who would like to come to this college to study must finish high school study first, and take the national college entrance examinations. The lowest score for admission to this college is 420. After three years' of studying and training, students can get teaching certificates in junior middle schools and primary schools. This college is a three-year college, and does not offer bachelor degrees to students. If students want to obtain bachelor degrees, they have to continue to study at normal universities for another two years.

2.1.3 The Local Population in Lijiang

There are one city and four townships in Lijiang. The total population of this area is 1.2 million. Except for Han Chinese, there are three other major ethnic groups living in Lijiang. They are Yi, Naxi, and Lisu. The population of the ethnic groups accounts for 64% percent of the total population. A majority of them live in remote and mountainous areas. Among the 1.2 million people, only 83337 people have ever attended college. In other words, the educational level of the people in Lijiang is not high. Furthermore, there is no industry in Lijiang. Most ethnic people make their living by doing farm work. Their living depends on agriculture to a large extent. The annual income of the local people in Lijiang is 3720 yuan (600 US dollars).

Due to the poor physical living conditions and lack of proper education, it is not easy for the local people, especially ethnic people, to cast off poverty and become better off. However, education can help the younger generation to fight against poverty, and make their lives better. Therefore, local teachers play important roles in educating young students and helping them to fight against poverty. The young students also are also entrusted with the glorious mission to help their families and themselves out of poverty and forge ahead to a better future.

In summary, Lijiang Teachers' College is a three-year college located in northwestern part of Yunnan Province, which is inhabited by different ethnic groups. Although it is far from the center of the province, both students and teachers work hard for their future. It has been contributing to the cultivation of qualified secondary school teachers for the development of the local region.

2.2 Self- efficacy

This section first discusses the definition of self-efficacy and its brief history. Then it moves on to discuss the roles of self-efficacy, ways to help students to increase their self-efficacy, and the measurement of self-efficacy. Finally, it reviews the latest research studies related to self-efficacy.

2.2.1 Definition of Self-efficacy

The term "self-efficacy" is not of recent origin. In 1977, the famous psychologist Albert Bandura at Stanford University introduced the concept of perceived self-efficacy in the context of cognitive behavior modification. In his article *"Self-Efficacy: Toward a Unifying Theory of Behavioral Change*", Bandura has both formalized the notion of perceived competence as self-efficacy and offered a theory of how it develops and how it influences human behavior. Later on, several researchers have talked about their definitions of self-efficacy from their own points of view.

From its invention in 1977 to the very recent years, many researchers have been discussing what self-efficacy is. For instance, according to Bandura (1986), self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Later, Bandura describes these beliefs as determinants of how people think, behave, and feel (Bandura, 1994). Pajares (2002) indicates that self-efficacy is people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. To put it another way, self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment. Ormrod (2006) states that self-efficacy is the measure of one's own ability to complete tasks and reach

goals". Schunk (2008) defined it as a person's belief about their ability to organize and execute courses of action necessary to achieve a goal.

In short, although the definitions of self-efficacy vary slightly due to different researchers, they share something in common. It can be seen that self-efficacy is a person's self-belief in his or her ability to accomplish certain goals. Self-efficacy can also serve as intrinsic motivation that can guide people's actions to complete tasks and achieve goals.

2.2.2 Brief History of Self-efficacy

Self-efficacy became the focus of many research areas, such as psychology and education, with the publication of "Self-efficacy: Toward a Unifying Theory of Behavioral Change" in 1977. In this article, Bandura both formalized the notion of perceived competence as self-efficacy and offered a theory of how it developed and how it influenced human behavior. Bandura also offered a construct that had intuitive and common sense appeal yet defined this common sense notion clearly and embedded it in a comprehensive theory.

After the publication of this paper, self-efficacy has become ubiquitous in psychology and related fields (Maddux, 2000). For example, hundreds of articles on every imaginable aspect of self-efficacy have also appeared in journals devoted to psychology, sociology, kinesiology, public health, medicine, nursing, and other fields (Maddux, 2000). It has been discovered that a strong sense of personal efficacy is associated with better health, higher achievement, and more social integration, and it has become a crucial variable in many areas, such as clinical practice, education, social development, health, and personality psychology (Conner & Norman, 1995). Over the past 20 years, self-efficacy has become one of the most widely studied variables in the educational, psychological, and organizational sciences (Schunk, 2008). Nowadays, this concept has been widely applied to such diverse disciplines as academic outcomes, emotional disorders, mental and physical health, career choice, and sociopolitical change.

In summary, although self-efficacy is not a new thing, it continues to be researched and applied to various fields such as medicine, athletics, media studies, business, social and political change, psychology, psychiatry, and education. Self-

efficacy can improve human accomplishment and well-beings in numerous ways (Pajares 2002).

2.2.3 The Roles of Self-efficacy

Normally, people can identify goals they want to accomplish, things they would like to change, and objectives they would like to achieve (Schunk, 2008). However, most people also realize that putting these plans into action is not so easy. It has been discovered that an individual's self-efficacy plays a major role in influencing people's choices regarding behavior, people's motivations to do things, and people's academic productivity.

2.2.3.1 Choices Regarding Behavior

People generally avoid tasks where self-efficacy is low, but undertake tasks where self-efficacy is high (Ormrod, 2006). People with a strong sense of self-efficacy view challenging problems as tasks to be mastered. They also develop deeper interest in the activities in which they participate. Furthermore, they can form a stronger sense of commitment to their interests and activities, and recover more quickly from setbacks and disappointments. To contrast, people with a weak sense of self-efficacy usually avoid challenging tasks, and believe that difficult tasks and situations are beyond their capabilities. They also focus on personal failings and negative outcomes, and quickly lose confidence in personal abilities.

2.2.3.2 Motivation

It has been discovered that high self-efficacy can influence motivation both positively and negatively. In general, people with a high sense of self-efficacy are more likely to exert stronger efforts to complete a mission, and to persist longer in those efforts, than those with low sense of self-efficacy (Bandura, 1997). The stronger the self-efficacy or mastery expectations one has, the more efforts one will invest. Nonetheless, those with a low sense of self-efficacy occasionally experience incentive to learn more about an unfamiliar subject, whereas, someone with a high sense of self-efficacy may not be well prepared for a task (Bandura, 1997).

Schunk (2008) also reports that the motivational impact of self-efficacy is dramatic. When self-efficacy beliefs are high, individuals will engage in tasks that foster the development of their skills and capabilities, but when self-

efficacy beliefs are low, people will not engage in new tasks that might help them learn new skills (Bandura, 1997). It has been acknowledged that self-efficacy has been seen to be an important mediator of all types of achievement behaviors (Schunk, 2008).

2.2.3.3 Academic Productivity

Conner and Norman (1995) indicated that those with high self-efficacy demonstrated better academic performance than those with low self-efficacy. Confident learners could typically take better control over their own learning experiences and process, were more likely to actively participate in class activities, and preferred challenging and exciting learning experiences. Those with low self-efficacy typically tried to hide away from academic interactions with other learners. Furthermore, Lindstrom and Sharma (2011) mentioned that self-efficacy was a key predictor of achievement and retention in most academic areas. Learners with a strong sense of self-efficacy were more likely to challenge themselves with difficult learning tasks, and exerted a high degree of effort in order to achieve their academic goals, and preferred to attribute failure to things which were in their control, rather than blaming external factors for their failure (Margolis & McCabe, 2006).

Self-efficacious students also recovered quickly from academic failures, and ultimately were more likely to achieve their personal academic objectives. Those with low self-efficacy, on the other hand, believed they could not be successful in their academic study, therefore, they were less likely to make a concerted and continuous effort and may consider challenging tasks as threats that should be be avoided. Thus, students with poor self-efficacy had low aspirations which may result in disappointing academic performances (Margolis and McCabe, 2006).

To sum up, self-efficacy has been proven to play important roles in affecting people’s decisions to behave when dealing with problems, motivating people motivations to achieve accomplishment and increasing people’s academic productivity.

2.2.4 Four Sources of Self-efficacy

Bandura (1977) identifies four sources of information that individuals use to judge the degree of their self-efficacy. These four sources are performance outcomes (performance accomplishments), vicarious experiences, verbal persuasion, and physiological feedback (emotional arousal). These four sources can help people to determine if they believe they have the capability to complete specific and challenging tasks, and achieve certain goals.

2.2.4.1 Performance Outcomes

Both positive and negative experiences can affect a person's capability to perform a certain task. If an individual has accomplished a certain task well previously, he or she will be more likely to feel competent and confident, therefore, they can perform well at a similar task later (Bandura, 1977). For example, if one does well in a training workshop, he or she will possibly feel confident and have high self-efficacy when participating in another training workshop. When people's self-efficacy is increased in a certain area, they are more likely to try harder and complete the task with much better outcomes, and vice versa. If one experiences a setback, self-efficacy is likely to be decreased. However, if these setbacks are later overcome by conviction, then, it can serve to increase self-motivated persistence when the situation is viewed as an achievable challenge (Bandura, 1977).

2.2.4.2 Vicarious Experience

Individuals are able to develop high or low self-efficacy vicariously through other people's performances. One can observe another perform a task and then compare their capabilities with the other's capabilities (Bandura, 1977). If an individual sees someone succeed in completing a given task, it can increase the individual's self-efficacy, and vice versa. When seeing someone fails in accomplishing some task, the individual's self-efficacy will become lower. An example of how vicarious experiences can increase self-efficacy at school is when an individual in the class observes that his or her classmates successfully compete an academic assignment, his or her sense of self-efficacy will increase. This is because other people's success can motivate the individual to work harder toward his or her goal. An

example of how the opposite can be true is in a smoking cessation program. In the program, if individuals witness several people fail to quit, they may worry about their own chances of success, leading to low self-efficacy for quitting.

2.2.4.3 Verbal Persuasion

According to Bandura (1997), self-efficacy is also affected by encouragement and discouragement related to an individual's performance or ability to perform and act. For example, when a manager tells an employee: "I am confident that you can do it if you work hard", the employee will be likely to be encouraged to work hard and exert more efforts in some tasks with a strong self-efficacy belief. Using encouraging verbal persuasion in a positive light can lead an individual to put forth more effort; therefore, they are more likely to have a greater chance to succeed. However, if the verbal persuasion is negative and discouraging, it will lead to a lower self-efficacy. If an advisor tells his or her student: "Your work is unacceptable! Your writing is so bad! I thought you could have produced a better work", what the advisor has said can lead to doubts about students' own ability in writing, and will result in lower chances of producing a good piece of work successfully. Also, the level of credibility directly influences the effectiveness of verbal persuasion. Where there is more credibility, there will be a greater effect. In the example above, a pep talk by a manager who has an established, respectable position would have a stronger influence than that of a newly hired manager. Although verbal persuasion is also likely to be a weaker source of self-efficacy beliefs than performance outcomes, it is widely used because of its ease and ready availability.

In short, performance outcomes, vicarious experiences, verbal persuasion and physiological feedback are the major four sources for people's self-efficacy. Although some may be more important than others, they all can help people enhance their personal self-efficacy.

2.2.4.4 Physiological Feedback (emotional arousal)

People experience different sensations from their body and how they perceive these emotional arousals can affect their beliefs of self-efficacy (Bandura, 1977). There are many examples of physiological feedback, such as having

a speech in front of a large group of people, making a presentation in a national or international conference, taking an important exam, etc. All of these tasks can cause agitation, anxiety, sweaty palms, and / or a racing heart (Redmond, 2010). Although the last source is not as influential as the other three, it is important to note that if one is more at ease with the task at hand, they will feel more capable, confident, and relaxed. Thurs, they will have higher beliefs of self-efficacy and will be able to achieve their goals more easily.

2.2.5 Ways to Help Students Increase Their Self-efficacy

Based on the four sources of self-efficacy in Bandura's self-efficacy theory, Margolis and McCabe (2006) proposed four ways for teachers to help students increase their self-efficacy. These four ways are as follows.

Mastery experiences – Students' successful learning experiences boost self-efficacy, while failures erode it. This is the most robust source of self-efficacy. Teachers should try to help student to experience success in their learning.

Vicarious experience - Observing a peer succeed at a task can strengthen beliefs in one's own abilities so that one can also increase their self-efficacy in learning.

Verbal persuasion - Teachers can increase students' self-efficacy with credible communication and feedback to guide the students through the task or motivate them to make their best effort towards goals in learning.

Emotional state - A positive mood can improve one's beliefs in self-efficacy, while anxiety can undermine it. A certain level of emotional stimulation can create an energizing feeling that can contribute to strong performances. Teachers can help students to improve their self-efficacy beliefs by reducing stressful situations and lowering anxiety surrounding events like exams or presentations.

2.2.6 Measurement of Self-efficacy

There are many ways to measure self-efficacy. One of the most well-known self-efficacy measurements is the General Self-Efficacy Scale. The General Self-Efficacy Scale (GSE) is a 10-item psychometric scale that was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events.

Furthermore, it also can be used to measure self-efficacy in adaptation, optimism, and coping in regards to facing adversity or everyday problems. In addition, the GSE can also measure confidence in goal setting, effort, and persistence. Later it was revised and adapted to 26 other languages by various co-authors.

The scale was originally developed in German by Matthias Jerusalem and Ralf Schwarzer in 1981, first as a 20-item version and later as a reduced 10-item version. It has been used in many studies with hundred thousands of participants. Typical items are “Thanks to my resourcefulness, I know how to handle unforeseen situations,” and “When I am confronted with a problem, I can usually find several solutions.” It has been used in numerous research projects, where it typically yielded internal consistencies between alpha = .75 and .91. The scale is not only parsimonious and reliable, it has also proven valid in terms of convergent and discriminant validity.

2.2.7 The Previous Research on Self-efficacy

In the academic domain, extensive research on the relationship between self-efficacy and other variables such as academic achievement and motivation has been conducted. Examples of research studies on the relationship between self-efficacy and motivation are Bandura, 1993; Parares, 2002; Schunk, 2008 and Yusuf, 2011. Examples of research studies on the relationship between self-efficacy and academic achievement are Lindstrom and Sharma (2011); Yusuf, 2011; Motlagh, 2011; Meral; 2012 and Kirk, 2012.

2.2.7.1 Relationship between Self-efficacy and Motivation

Bandura, Parares, Schunk and Yusuf have all emphasized that self-efficacy plays a significant role in influencing students’ academic motivation. Bandura (1993) states that students’ self-efficacy could determine their level of motivation and academic accomplishment. Furthermore, he also points out that highly efficacious students usually ascribe their failures to insufficient effort, while low efficacious students often attributed their failures to low ability. Therefore, when confronting difficulties, highly efficacious students would persist longer and exert more effort, but low efficacious students would usually give up.

Schunk (2008) indicated that students' self-efficacy was highly related to their academic outcome expectations, and had a dramatic impact on students' motivation. When self-efficacy was high, students would engage in learning tasks that foster the development of their skills and capabilities, but when self-efficacy was low, students were not likely to engage in new tasks that might help them learn new skills.

Parares (2002) shared similar views with Bandura and Schunk. Parares pointed out that self-efficacy also helped to determine how much effort students would expend on an activity, how long they would persevere when confronting obstacles, and how resilient they would be in the face of adverse situations. The higher the sense of efficacy was, the greater the effort, persistence, and resilience would be. Students with a strong sense of personal competence approached difficult tasks as challenges to be mastered rather than as threats to be avoided. They had greater intrinsic interest and deep engrossment in activities. They usually set themselves challenging goals and maintained strong commitment to them, and heightened and sustained their efforts in the face of failure. Moreover, they more quickly recovered their sense of efficacy after failures or setbacks, and attributed failure to insufficient effort or deficient knowledge and skills that were acquirable.

In addition, Yusuf's (2011) quantitative study which investigated the existing relationship between self-efficacy and achievement motivation of undergraduate students showed that there was a considerable correlation between self-efficacy and achievement motivation. The results of this study also indicated that there was a close relationship between students' self-efficacy to execute learning tasks and motivation. The higher the sense of efficacy was, the greater the motivation was.

2.2.7.2 Relationship between Self-efficacy and Academic Achievement

Not only can self-efficacy can affect students' motivation, but can also greatly influence students' academic achievement. Many researchers discovered that self-efficacy was strongly and positively related to students' academic achievement. For instance, Arslan (2012) investigated how the self-efficacy of 6- 8

grade primary students affected students' learning and performance. The study was conducted on a total of 1049 students during the fall term of the educational year 2010-2011. The data of the study were collected through "The Scale of Determining the Sources of Self-Efficacy" and "The Scale of Self-Efficacy for Learning and Performance". The researcher found that student's self-efficacy was strongly related to students' academic accomplishment.

The findings of Yusuf (2011) and Meral (2011) were similar to those of Arslan's. Yusuf (2011) conducted a quantitative study again to investigate the impact of self-efficacy, achievement motivation, and learning strategies on students' academic achievement. Three hundred undergraduate students from Sultan Idris Education University responded to the research questionnaires. The data analysis showed that self-efficacy had a direct effect on participants' academic accomplishment. Meral (2011) conducted survey research to investigate relationships between self-efficacy and academic performance among a sample of 82 sophomore students who attended Instructional Planning and Evaluation class at the Marmara University Technical Education Faculty. Each student's final grade was used as a performance measure. A significant correlation showed that self-efficacy was an important variable in students' academic performance, and affected their achievement positively.

In addition, Motlagh's (2011) findings also added to the claim made above by researchers. Motlagh conducted a survey study to investigate the relationship between self-efficacy and academic achievement in high school students. In this study, 250 students in the academic year 2010 / 2011 were selected by means of multistage cluster sampling. Analysis of the data revealed that the students' self-efficacy was positively related with academic achievement. In other words, self-efficacy was a considerable factor in academic achievement.

2.2.7.3 Relationship between Classroom Instruction and Self-efficacy

Bandura (1994) has pointed out that the learning environment and teaching method could improve students' self-efficacy in the classroom. Classroom instructional practices which are tailored to the students' knowledge and

skills could enable students to expand their learning competencies, and provide less basis for demoralizing social comparisons. As a result of this study, students were more likely to compare their rate of progress to their personal standards than to the performance of others. By doing so, students could improve their self-efficacy in learning gradually.

A similar result was reported by Lindstrom and Sharma (2011). In their research, they described a required and non-majors' physics course where the effects of different teaching methods on the classroom climate and self-efficacy were measured. The students' response indicated that a question and answer format, inquiry-based lab activities, and conceptual (rather than quantitative) problems had a significant effect on creating a positive climate in the classroom. In addition to those pedagogies, collaborative learning and the use of electronic applications showed a positive correlation with increased self-efficacy in their student sample. Lindstrom and Sharma (2011) pointed out that the teaching methods that showed a measurable positive effect shared the common feature of engaging students in a comfortable or creative manner. Moreover, pedagogies such as collaborative learning and inquiry-based activities had also been shown to have a strong correlation with how well students learn physics.

Seen from the analysis, it can be concluded that all these findings of the studies support the premise of Self-Efficacy Theory, which claims that one's perceived self-efficacy beliefs are strongly associated with one's academic motivation and academic performance. In addition, the findings by Lindstrom and Sharma (2011) are exciting and encouraging, because it has proven teachers' instructional practices do correlate with students' self-efficacy. However, it is worth mentioning that the above studies have their own limitation. All the studies cited were quantitative studies. Most of the researchers also used only one data collection tool, or questionnaire, to collect data. This might make the results less reliable. Furthermore, although Lindstrom and Sharma's findings were encouraging, their research was done in a physics classroom. It is not known yet if the findings can be applied to other subjects like English or not.

2.3 Language Instructional Practice

This section first introduces the history and development of language instructional practices. Then it provides three characteristics and four principles of a good language instructional practice as the tool to evaluate a language instructional practice. What is more, it reviews some previous literature in the area of language instructional practices. The final part is the chapter summary.

2.3.1 An Introduction to Language Instructional Practices

It is important to distinguish the differences between an approach, a method and a technique. According to Richards and Rodgers (2001), an Approach refers to 'theories about the nature of language and language learning that serve as the source of practices and principles in language teaching' (Richards & Rodgers, 2001, p.16). Harmer (20004) points out that a method is 'the practical realization of an approach', and includes 'various procedures and techniques as part of their standard fare' (Harmer, 2004, p 78). About a technique, it is implementation--that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well (Harmmer, 2004).

Language instructional practice is an educational activity which includes lecturing, discussing, calling on students, and organizing classroom activities with the guidance of certain language teaching theories and principles (Ellis, 1988). A teacher's language instructional practices are usually based on "very different views of what language is and how a language is learned" (Richards & Rodgers, 2001). Language teaching came into its own as a profession in the last century (Richards & Rodgers, 2001), but has been through many transitions in methodology, seeking new approaches, and reexamining older ones in order to address the range and level of English proficiency required for participation in today's global community ' (Pica, 2000). In general, English language teaching has seen four major changes over the past one hundred years (Richards & Rodgers, 2001).

1840s-1940s: The Age of Grammar Translation

The Grammar Translation Method (GTM) dominated European and foreign language teaching from the 1840s to the 1940s, and in modified form it

continues to be widely used in some parts of the world today. According to Richards and Rodgers (2001), the principal characteristics of GTM are stated as follows.

(1) The goal to learn a foreign language is to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. (2) Reading and writing are the major focus, and little or no systematic attention is paid to speaking or listening. (3)Vocabulary selection is chosen merely on the reading texts used, and new vocabulary is taught through bilingual word lists. (4) The basic unit of teaching is sentences, and much time is devoted to translating sentences into and out of the target language. (5) Accuracy is emphasized. (6) Grammar is taught deductively.

Table 2.1: A Brief Summary of Grammar Translation Method

Goals	Features	Drawbacks
1. To teach students to read the literature of a target language. 2. To help students benefit from the mental discipline and intellectual development that result from foreign language study.	1. Students have to memorize rules and facts. 2. Teaching and learning focuses on reading and writing. 3. Much of the lesson is devoted to teach words and translate sentences into and out of the target language. 4. Students' mother language is used as the medium of instruction. 5. Accuracy is emphasized. 6. Grammar is taught deductively. 7. Vocabulary and grammar are emphasized. 8. Pronunciation receives little attention.	1. Language oral fluency is ignored. 2. Little attention is given to listening or speaking. 3. There is little student initiation and little student-student interaction.

The Grammar Translation Method dominated European and foreign language teaching from the 1840s to the 1950s. However, in the mid- and late nineteenth century, opposition to the GTM developed. Increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages (Richards & Rodgers, 2001). Language teaching innovation, thus, began.

1950s-1980s: The Age of Methods

The period between 1950s and 1980s has been regarded as "the Age of Methods" for English classroom instructional practices (Richards & Rodgers, 2001). A

number of detailed prescriptions of language teaching methods for classroom instructional practices were proposed during this period, from Situational Language teaching to Audio-lingualism; from Silent Way, Suggestopedia, Community Language Learning, to Total Physical Response.

Situational Language Teaching

The Oral Approach or Situational Language Teaching is an approach developed by British applied linguist Palmer Hornby in the 1930s to the 1960s. While it is unknown to many teachers, it had a big influence on language courses till the 1980s. This method is based on a structural view of language. Speech, structure and a focus on a set of basic vocabulary are seen as the basis of language teaching (Brown, 2000). According to Richards and Rogers (2001), the emphasis of this method is on the presentation of structures in situations and is characterized by two major features: (1) Focus on vocabulary and reading is one of the most salient traits of SLT. In fact, mastery of a set of high frequency vocabulary items is believed to lead to good reading skills. (2) An analysis of English and a classification of its prominent grammatical structures into sentence patterns, also called situational tables, is believed to help learners internalize grammatical rules.

Table 2.2: A Brief summary of Situational Language Teaching

Goals	Features	Drawbacks
To teach a practical command of the four basic skills of language through sentence structure and patterns.	1. Language teaching begins with the spoken language. 2. The target language is the language of the classroom. 4. Reading and writing are taught after a sufficient lexical and grammatical basis is established. 5. Pronunciation and grammar are seen as crucial, and errors should be avoided.	1. Teaching and learning are heavily dependent on the teacher, who controls the selection of sentence structures and vocabulary. 2. It takes a large amount of time to prepare and develop teaching materials.

Audio-lingualism

Audio-lingualism is based on the Stimulus-Response Reinforcement model, and it attempts to engender good language learning habits in language learners through a continuous process of positive reinforcement (Harmer, 2004). The audio-

lingual method advises that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. This method does not focus on teaching vocabulary. Rather, the teacher drills students in the use of grammar. According to Richards and Rogers (2001), there are four major principles of the Audio-lingual method: (1) Listening, speaking, reading and writing are developed in that order. Speaking and listening competence precede reading and writing competence. (2) There is a pre-reading period at the beginning of the course. (3) Structural patterns are taught using repetitive drills.

Table 2.3: A Brief Summary of Audio-Lingualism

Goals	Features	Drawbacks
1. To enable learners to achieve mastery of a foreign language effectively and efficiently. 2. To use the language. communicatively 3. To train students learn to use the target language automatically without stopping to think.	1. It relies heavily on sentence drills to form good habits of using a language. 2. It uses the Stimulus-Response-Reinforcement mode. 3. It focuses on speaking (speech), because language is speech, not writing. 4. Grammar is induced from the examples given. 5. Everyday speech is emphasized. 6. Vocabulary is kept to a minimum and pronunciation is taught from the beginning.	1. The language is de-contextualized and carries little communicative function. 2. It tries to banish mistakes and focuses on accuracy. 3. Students can only use correct language.

The Silent Way

The Silent Way is an approach to language teaching designed to enable students to become independent, autonomous, and responsible learners that was created by Caleb Gattegno. It is constructivist in nature, leading students to develop their own conceptual models of all the aspects of the language, and the best way of achieving this is to help students to be experimental learners (Laser-Freeman, 2000). The students are guided into using their inherent sense of what is coherent to develop their own “inner criteria” of what is right in the new language, and they are encouraged to use all their mental powers to make connections between sounds and

meanings in the target language (Freeman, 2000). In a Silent Way class, the students express their thoughts and feelings about concrete situations created in the classroom by themselves or the teacher. The approach is called the Silent Way because the teacher remains mainly silent to give students the space they need to learn to talk. In this approach, it is assumed that the students' previous experience of learning from their mother tongue will contribute to learning the new foreign language (Harmer, 2004).

Table 2.4: A Brief Summary of Silent Way

Goals	Features	Drawbacks
1. To give beginning level students oral and aural facility in basic elements of the target language. 2. To train students to use the language for self-expression to express their thought, perceptions, and feelings.	1. Students begin their study of the language through its basic building blocks, its sounds. 2. The teacher set up situations that focus on student attention on the structures of the language. 3. The students receive a great deal of practice with a given target language structure without repletion for its own sake. 4. For much of the student-teacher interaction, the teacher is silent. 5. Student-student verbal interaction is desirable.	1. To some people, it seems somewhat inhumane, because the teacher's silence can act as a barrier rather than an incentive.

Suggestopedia

Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively (Richards & Rogers, 2001). This method was introduced by a Bulgarian psychologist and educator, George Lazanov in 1975. The term "Suggestopedia" is derived from suggestion and pedagogy. This method focuses on how to deal with the relationship between mental potential and learning ability, and it is very appropriate to use in teaching speaking for young language learners (Richards & Rogers, 2001). Suggestopedia encourages teachers to choose appropriate methods to teach different students, to cultivate students' motivation, and to increase students' memorizing ability (Laser-Freeman, 2000). Teachers should also help them to believe that they could be

successful in learning, so it can cultivate students' motivation in learning. It is also one of the methods which is concerned with students' learning style, because there are visual display, audio, and physical involvements during the learning process.

Table 2.5: A Brief Summary of Suggestopedia

Goals	Characteristics	Drawbacks
1. To optimize language learning by creating a relaxing environment for students. 2. To deliver advanced conversational proficiency quickly. 3. To accelerate the process by which students learn to use a foreign language for daily communication.	1. The decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher. 2. It has a kinship with other functional uses of music, particularly therapy. 3. The teacher is the authority in the classroom. 4. Vocabulary and speaking are emphasized, and grammar is taught explicitly but minimally.	1. Students have to memorize a large amount of vocabulary. 2. It takes the teacher a large amount of time to develop the teaching materials. 3. Reading and writing are not emphasized.

Community Language Learning

Community language learning (CLL) is an approach in which students work together to develop what aspects of a language they would like to learn. The CLL method was developed by Charles A. Curran, a professor of psychology at Loyola University in Chicago. The teacher acts as a counselor and a paraphraser, while the learner acts as a collaborator, although sometimes this role can be changed (Harmer, 2004). The teachers' goal is for the students to learn how to use target language communicatively: they want their students to learn about their own learning, to take increasing responsibility of it, and learn how to learn from another (Harmer, 2004). All of these objectives can be accomplished in a nondefensive manner if a teacher and learners treat each other as whole persons, valuing both thought and feelings (Harmer, 2004

Table 2.6: A Brief Summary of Community Language Learning

Goals	Features	Drawbacks
1. To transfer teachers' knowledge and proficiency in the target language to learners. 2. To help learners obtain near-native like mastery of the target language. 3. To train students to take responsibility for learning.	1. Students sit in a circle, and decide what to talk about. 2. The teacher stands outside the circle, provides or corrects target language statements. 3. A student says what he or she wants to say either in English or in the first language. 4. Students' utterances are recorded on to tape to be analyzed latter. 5. The teacher helps students achieve what they want, offer help and counsel to the community of the class. 6. The teacher's job is to facilitate rather than to teach. 7. Speaking is emphasized, with reinforcement through reading and writing. 8. A relationship of trust, support, and cooperation between teacher and students is important.	1. The lack of a syllabus makes objectives unclear and evaluation difficult to accomplish. 2. The focus on fluency rather than accuracy may lead to inadequate control of the grammatical system of the target language.

Total Physical Response

Total physical response (TPR) is a language-teaching method developed by James Asher, a professor emeritus of psychology at San José State University. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions (Laser-Freeman, 2000). The method is an example of the comprehension approach to language teaching: Listening serves a dual purpose; it is both a means of understanding messages in the language being learned, and a means of learning the structure of the language itself (Laser-Freeman, 2000). Grammar is not taught explicitly, but is induced from the language input. Lessons in TPR are organized around grammar, and in particular around the verb; instructors issue commands based on the verbs and vocabulary to be learned in that lesson (Richards & Rogers, 2001) However, the primary focus in lessons is on meaning, which distinguishes TPR from other grammar-based methods such as grammar-translation (Richards & Rogers, 2001)

Table 2.7: A Brief Summary of Total Physical Response

Goals	Features	Drawbacks
1. It attempts to teach language through physical (motor) activity. 2. To reduce the stress in studying foreign languages.	1. It asks students to respond physically to the language they hear. Language processing is thus matched with physical action. 2. It helps to reduce learners' affective filter by organizing physical actions in the classroom 3. The teacher interacts with both individual students and groups of students. 4. Meaning is made clear though body movements. 5. The major technique is the use of commands to direct behavior.	1. It may only be appropriate for beginner learners. It should be included with other methods. 2. Only vocabulary and grammatical structures are emphasized over other language areas.

1980s-2000s: Communicative Language Teaching

From the 1980s, a more interactive teaching method known as Communicative Language Teaching (CLT) came to be known and popular (Richards & Rodgers, 2001). The purpose of this language teaching is to develop learners' communicative competence, which includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Savignon, 2003). It stresses the significance of language functions rather than focusing solely on grammar and vocabulary (Harmer, 2004, p. 84). A guiding principle for using this method is to train students to use language forms appropriately in a variety of contexts and for a variety of purposes (Harmer, 2004, p. 84). "Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative tasks they are performing" (Harmer, 2004, p. 85).

Richards and Rodgers (2001) summarized four characteristics of CLT, which are stated as follows.

(1) Language is a system used to express meanings. (2) The most important function of language is for interaction and communication. (3) The functional and communicative uses of a language are reflected in the structure of the language. (4) The primary units of language are not solely its grammatical and structural features, but categories of functional and communicative meanings.

Table 2.8: A Brief Summary of Communicative Language Teaching

Goals	Features	Drawbacks
1. To improve students' ability to communicate, and develop students' communicative competences. 2. To train students to use language forms appropriately in a variety of contexts and for a variety of purposes.	1. Activities in CLT typically involve students in real or realistic communication. 2. Role play and simulation are very popular in CLT. 3. Students should have a desire to communicate, and have a purpose for communication. 4. Activities should attempt to replicate real communication. 5. Information gap is used to create desires to communicate. 6. The primary function of language is for interaction and communication. 7. It focuses on language proficiency over accuracy. 8. The teacher facilitates communication in the classroom. 9. Authentic materials are used to teach purposeful communication.	1. It is hard to develop materials, to test, and to evaluate. 2. It has been seen as having eroded the explicit teaching of grammar with a consequent loss among students in accuracy in the pursuit of fluency.

2000s – Present: Post-method condition

Nowadays, with the emergence of English as a global language and lingua franca, with technological innovation and a growing need for learner autonomy, are changing the contexts of language teaching and have been changing rapidly and profoundly (Savignon, 2007). Recognizing the current complexity and diversity of these contexts, researchers have suggested that English language teaching has moved to a "post-method condition" (Kumaravadivelu, 1994). "The quest for a better method has been or should be abandoned in favor of the identification of practices or strategies of teaching designed to reflect local needs and experiences "(Savignon,2007).

The post-method condition is "a state of affairs that compels educators to refigure the relationship between the theorizers and the practitioners of methods" (Kumaravadivelu, 1994). According to Kumaravadivelu (1994), the post-method condition is characterized by three features. The first and foremost, it signifies a search for an alternative to method rather than an alternative method. Then, it signifies teacher autonomy. It recognizes the teachers' potential to know not only how to teach, but also know how to act autonomously. It means teachers should be enabled and

empowered to theorize from their practice and practice what they theorized. In addition, the third feature is principled pragmatism, which is based on the pragmatics of pedagogy, and focuses on how classroom learning can be shaped and managed by teachers as a result of informed teaching and critical appraisal.

Table 2.9: A Brief Summary of the Features of the Post Method Condition

Features of Post Method Condition
1. There are different teaching methods, such as language-centered methods, learner centered methods, and learning-centered methods. Teachers can chose different teaching methods according to specific context and needs. 2. The teachers' potential to know both how to teach and how to act autonomously is recognized. They are empowered to theorize from their teaching practice and practice what they have theorized. 3. No matter what method the teacher uses, or no matter whether the method is active, alive, or operational enough, it should create a sense of involvement for both the teacher and the student.

In summary, changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, and in theories of the nature of language and of language learning (Richards & Rodgers, 2001). One would not expect to find from such studies that a certain teaching method is good or bad for all learners. For a particular developmental point, certain teaching methods may be more efficient than others (Larsen-Freeman, 2000). It has been proven that teachers can gain benefits from a study of a teaching methods, and students can benefit from teachers' theory-guided instructional practices.

2.3.2 Evaluation of a Language Instructional Practice

According to Slavin (1994), good language instructional practice is an art and must be sensitive to context and to the particular needs of a given group of students. When conducting daily classroom instructional practices, teachers should not only be concerned with many elements of instruction in addition to the lesson itself. They should also attend to ways of adapting instruction to the students' levels of knowledge, motivating students to learn, managing student behavior, grouping

students for instruction, and testing and evaluating students to make both teaching and learning productive (Slavin, 1994). Lund and Pedersen (2001) identify three characteristics and four principles of a good language instructional practice, which can be used to assess teachers' classroom instructional practices.

2.3.2.1 Three Characteristics of a Good Language Instruction

For the characteristics of a good language instructional practice, first, it should be a series of relative and dynamic processes which are constantly adapted to particular students' needs, potential and situation. Second, language teachers should constantly work with principles and practices, convert principles into concrete teaching activities and use these activities to adjust the principles. Last, the good language teacher must be able to develop principles and practices in the light of the theories underlying both principles and practices.

2.3.2.2 Four Principles of a Good Language Instruction

According to Lund and Pedersen (2001), there are four general principles for good language instruction. They are stated as follows. (1) A good language instructional practice opens up the possibility for a communicative learning forum. No amount of introducing technical aids will be of any benefit if they are simply anchored in a traditional, teacher-governed, grammar-fixated teaching practice. (2) A good language instructional practice creates linguistic attention in relation to the content-oriented communication. (3) A good language instructional practice helps students to assume responsibility for their own learning. (4) Finally, a good language instructional practice breaks downs the wall between the classroom and the outside community, and the world.

To conclude, as Slavin (1994) has said, good and effective instructional practice is an art, and should be sensitive to the specific content and to the particular needs of a given group of students. Good and effective instructional practices are also the key to achieving desired student outcomes for developmental programs (Harmer, 2004). Therefore, it could be said that teachers should exert their

efforts trying to make their instructional practices as good and effective as possible.

After the researcher finished reviewing the literature, the researcher would like provide a clearer picture of each teaching method for the readers. Therefore, the researcher searched articles from different databases which were available at Mahidol University Library and Knowledge Center. These databases included Scopus, ScienceDirect E-Journals, Springer, Academic Search, Education Research, Dissertations Full Text and SAGE Journals Online. Based on the topic of the present study, the researcher conducted keyword search in titles, keywords and abstracts in the data bases with the following keywords: 1. English teaching methods, 2. English teaching methodologies, 3. English language teaching, and 4. English instructional practices. Later, the search was refined, and the specific names of teaching methods such as Communicative language teaching, Grammar Translation Method, and Audiolingualism were used to search related literature. The search results turned out that a large number of studies about CLT (50) were found, and a small number of articles related to GTM (24) were also found. In addition, a few articles that talk about theories of teaching were also found. Given the restricted space, only papers that are immediately relevant to the purpose of this paper are referenced in this present study. This means only studies on CLT and GTM were used as the focus of English teaching methods in the present study.

2.3.3 Previous Research on English Language Instruction

As Kumaravadivelu (1994) pointed out that the language teaching is now at a stage of Post-method Condition, which means that language teachers should abandon the quest for a better teaching method, and try to design and adapt their teaching to reflect local students' various needs and experience (Savignon, 2007). "Attention has moved away from set methods and towards ways in which teacher can develop their own pedagogy based not only on general principles but also on their understanding of the specific situation and learners" (Littlewood, 2010).

During the past a few decades, studies that looked into teachers' classroom instructional practices have been paramount. A large number of researchers have conducted numerous studies to identify and categorize EFL teachers' classroom instructional practices in different contexts and educational settings. The examples of

these researchers include Karavas-Doukas, 1996; Li 1998; Sato and Kleinssser 1999; Hu, 2002; Grace, 2004; Lee, 2008; Mowlaie and Rahimi, 2010; Deng, 2011.

2.3.3.1 Instructional Practice Based on Grammar Translation

Many researchers discovered that nowadays, many teachers still base their classroom instructional practices on the traditional grammar translation method. Hu (2002) examined the adoption of communicative language teaching in the Chinese classrooms. The researcher found that despite the Chinese government's great effort to reform English language teaching, the English teaching methods are still largely expository and the teaching process remains teacher-dominated and grammar translation-based. Chinese teachers of English still regarded CLT as threatening and have refused to adopt it.

Grace had discovered similar results as Hu did. Grace (2004) described and analyzed junior secondary English teachers' implementation of Task-Based Teaching. By reference to classroom observation and semi-structured interview data, the researchers concluded that the teachers' classroom instructional practices were not consistent with the task-based teaching framework. What teachers did in the classroom was mainly lecturing and teaching grammar.

Similarly, Lee (2008) investigated English teachers' instructional practices in a secondary school in Hong Kong, and also shared similar findings. Through pre-lesson interviews, lesson observations and post-lesson interviews with three teachers, the researcher discovered that grammar based instruction still prevailed in EFL classrooms to a large extent in Hong Kong.

The traditional grammar translation method was also found to be dominant in the EFL classrooms in Japan, Hong Kong, and Iran. Sato and Kleinssser (1999) reported on a study that documented the views and practices of communicative language teaching by Japanese second language in-service teachers. The participants in this study were ten public school Japanese teachers and nine native Australian English speakers in different state high schools in Australia. Using multiple data sources including interviews, observations, and surveys, the researchers concluded that most of the participants mostly relied on traditional practices: teacher-

fronted, repetition, translation, explicit grammar presentation, practice from the textbook, and little or no L2 use of culture integration.

Lee (2008) investigated how English was taught in a secondary school in Hong Kong and whether their teachers' beliefs were consistent with their instructional practices. Data gathered from a questionnaire on 35 in- service Chinese English teachers, pre-lesson interviews, lesson observations, and post-lesson interviews with three of these teachers indicate that grammar instruction, to a large extent, was reflected in their instructional practices.

Mowlaiea and Rahimib (2010) investigated how teachers put their understanding about communicative language teaching into their classroom teaching practices. With the data gathered from a questionnaire and classroom observations, the researchers discovered that the teachers favored communicative language teaching, but they did not follow it. What they still followed was the traditional grammar translation teaching in their classroom teaching practice.

2.3.3.2 Instructional Practices Based on Different Teaching Methods

Some researchers have found that in some EFL classrooms, instructional practices were based on and guided by different teaching methods. For example, in Greece, Karavas-Doukas (1996) investigated fourteen EFL teachers' classroom behaviors in Greek public secondary schools by using a survey and classroom observations. The data indicate that these teachers tended to follow an eclectic method, exhibiting features of both grammar-based and communication-based methods in their classroom instructional practices.

In China, Deng (2011) explored how four teachers in two primary schools in Nanhai, Guangdong Province, China implemented communicative activities in a top-down national innovation. A total of 55 observations and 64 semi-structured interviews were conducted; school principals and focused-group students were also interviewed. The findings showed that sometimes, the teachers used grammar-focused teaching methods in their classrooms. However, there were times when teachers used group discussions and presentations to help students study English.

Li (1998) surveyed 18 South Korean secondary school English

teachers and interviewed 10 of the survey participants to investigate how they made use of communicative language teaching to teach English. The findings revealed that those South Korean teachers were not interested in using CLT to English. Instead, all the teachers reported that the grammar-translation method, the audio-lingual method, or a combination of the two characterized their teaching.

To sum up, on the one hand, some of the reviewed literature revealed that in some EFL classrooms, teachers' instructional practices were mainly based on the traditional teaching method, the grammar-translation method. On the other hand, it was discovered that some EFL teachers based their instructional practices on different teaching methods such as communicative language teaching, grammar translation method, and audio-lingualism. It should be pointed out that there are some limitations to the findings of the above studies. All the studies were conducted in foreign settings and developed cities in China. Therefore, it could be risky to apply the findings to universities in under-developed areas such as Yunnan Province.

2.4 Chapter Summary

This chapter has mainly presented a review of related literature and previous studies into self-efficacy, instructional practices, and learner-centered instruction. On the one hand, many of the reviewed studies above have proven that self-efficacy can help increase students' English proficiency. Students' English self-efficacy beliefs play a critical role in promoting students' English proficiency (Linnenbrink & Pintrich, 2003). Self-efficacy has been regarded as "an important mediator of all types of achievement behavior" (Schunk, 2008, p 142), and to be highly related to their outcome expectations in the academic domain (Schunk, 2008). Therefore, in EFL classrooms, English teachers should try to promote students' English self-efficacy beliefs in order to help students improve their English proficiency. On the other hand, the literature related to teachers' instructional practices have also shown that different teaching methodologies have been used in different contexts. Like what Liu (2009) has pointed out, effective English teaching depends on teaching contexts. Good teachers are those who not only possess subject matter knowledge and pedagogical knowledge, but also know how to adapt their teaching according to different students and situations. This chapter finally highlights the fact

that in China none of the previous studies focused on the relationship between teachers' instructional practices and students' English learning self-efficacy at tertiary level schools. Therefore, it was necessary to conduct such a study to fill in such a gap in the Chinese context. The following chapter describes data collection methods and analyses employed to answer the research questions posed in this present study.

CHAPTER III
RESEARCH METHDOLOGY

This chapter describes the research methodology for the present study. The description begins with a rationale for the mixed-methods research design. Details about subjects and sampling will then be given. Afterwards, research instruments, their reliability and validity, data collection procedures, and data analysis will be described in detail respectively.

3.1 Research Design

The present study employed mixed methods research design to gather both quantitative and qualitative data to best understand the relationship between teachers' instructional practices and students' self-efficacy in their English study. The reason why the researcher employed a mixed method approach was that "although qualitative data provide a detailed understanding of a problem while quantitative data provide a more general understanding of a problem, each has its limitations"(Creswell & Clark, 2007). "When researchers study a few individuals qualitatively, the ability to generalize the results to many is lost" (Creswell & Clark, 2007, p.8). "When researchers quantitatively examine many individuals, the understanding of any one individual is diminished" (Creswell & Clark, 2007, p.8). By combining the two methods, the limitation of each method can be offset by the strength of the other method, and thus a more complete understanding of the research problem can be provided (Creswell & Clark, 2007).

In the present study, the quantitative part was a set of questionnaires which consisted of three parts. The first part was a questionnaire used to investigate English learners' general self-efficacy. The second part was a questionnaire used to exam learners' specific self-efficacy in their English study. The third part was a questionnaire used to investigate students' perceptions towards their teachers' instructional practices. As for the qualitative part, classroom observations were conducted to collect deep and

detailed information about teachers' actual teaching practices in their classrooms. Six semi-structured interviews were conducted to gather students' perceptions towards their teachers' instructional practices as supplementary to the questionnaire. Another three semi-structured interviews were also conducted with three English teachers to discover their opinions and beliefs about their classroom instructional practices. The research design is illustrated as follows.

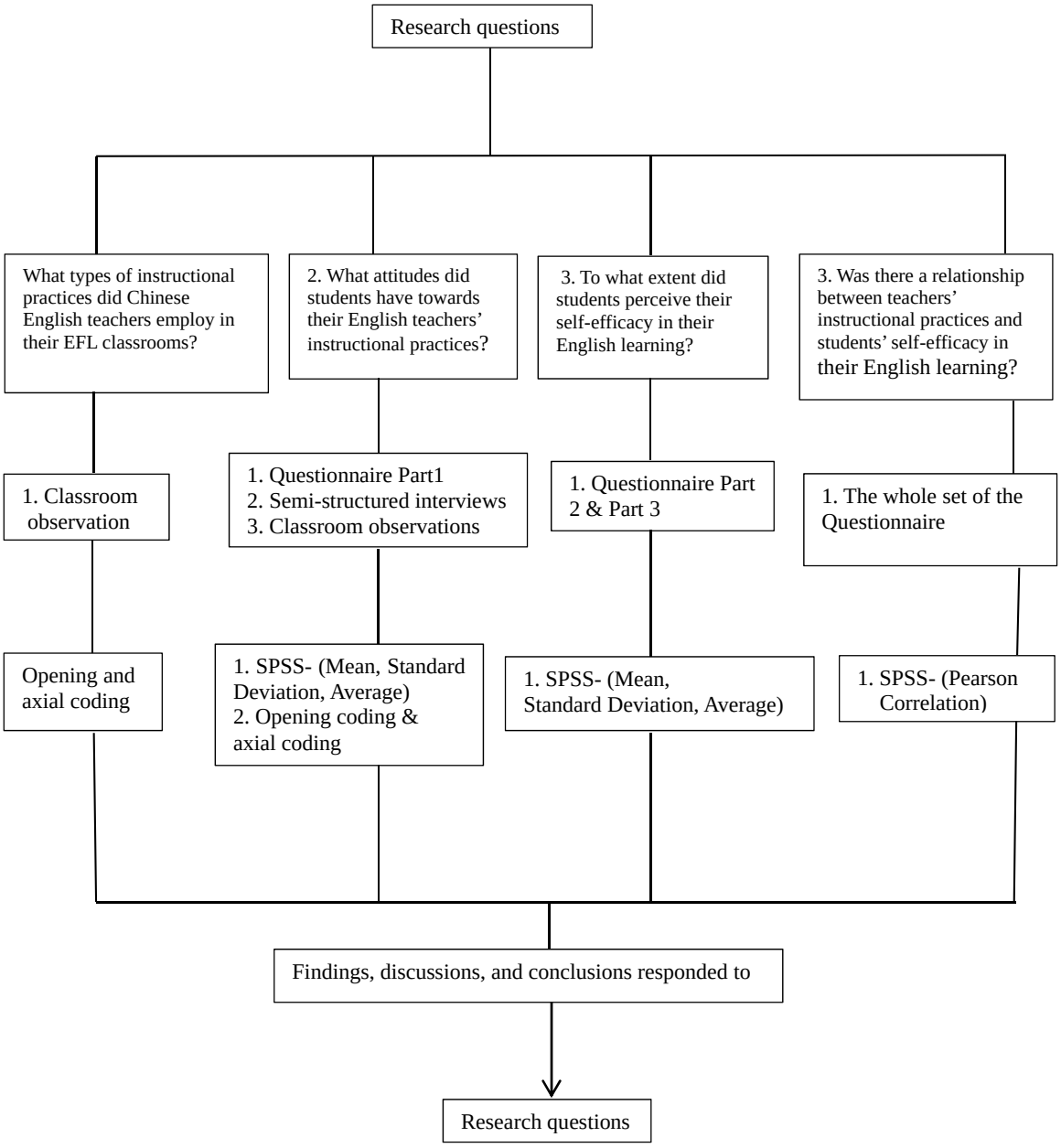

Figure 3.1: Research Design

3.2 Population

Both students and teachers of English were involved in the present study. The target population of students was 738 English majors and 53 Chinese teachers of English at Lijiang Teachers' College in the City of Lijiang, Yunnan Province, China. There were three majors for students to study. They were English education, applied English, and English for tourism. Most of the students were Han Chinese. A few of them were from ethnic groups such as Naxi, Hui,Yi, and Yao. Most of them were from Lijiang and other prefectures of Yunnan Province. Only a few of them were from other provinces. The specific number of students was shown in Table 3.1.

Regarding the teacher population, the target population was 53. They were all Chinese teachers of English, who taught English at the Department of Foreign Language in the college. Most of them were local Han Chinese. A few of them were from ethnic groups such as Naxi, Hui, Yi, and Yao. Ten of them were male teachers, and the rest forty-three were female teachers. In addition, 51 were native Chinese EFL teachers, and the rest two were native English speaking teachers. Table 3.2 showed the number of the teachers in detail.

Table 3.1: The Number of Students at the English Department

Year	Male student	%	Female student	%	Total No.	Total %
1	14	6%	194	94%	208	100%
2	30	12%	248	88%	278	100%
3	18	7%	232	93%	250	100%
Total	62	8%	676	92%	738	100%

Table 3.2: The Number and Professional Information of the Teachers at the English Department

Gender	Number of teachers	%
Male	13	25%
Female	43	75%
Total	53	100%

Table 3.2: The Number and Professional Information of the Teachers at the English Department

Degree	Number of teachers	%
Doctor	0	0%
Master	17	32%
Bachelor	36	68%
Total	53	100%

Professional ranking	Number of teachers	%
Professor	2	3%
Associate rofessor	8	15%
Lecturer	20	38%
Teaching Assistant	23	44%
Total	53	100%

3.3 Sampling

The study was conducted during the first semester of 2012. Purposive sampling was used to select both student samples and teacher samples for the study.

3.3.1 Student Sample for the Questionnaire

First, the third-year students were selected by using purposive sampling. The reasons to choose the third year students were they were the senior students, and could provide better and deeper understanding towards specific issues. Then, random sampling was used among third students to choose the sample for this study. Krejcie and Morgan's (1970) table for determining sampling size from a given population was used to calculate the number of the subjects. The number of the target population of students was 250; thus, the sample size for this study was 152. However, in order to gather broader and more universal information, the researcher decided to distribute the questionnaires to all third-year students.

3.3.2 Student Sample for the Semi-structured Interview

Six third-year students were selected for semi-structured interviews by using purposive sampling. The goal of using purposive sampling is to "select cases that are likely to be information-rich with respect to the purposes of the study" **(Gall & Borg, 2007, p. 179)**. Three students who had the highest scores and three students who had the lowest scores in the final examinations in the previous semester were chosen from the third-year students. The reason to do so was that these students could provide different opinions towards their teachers' instructional practices so that the researcher could gather various data for the study. The criteria for purposive sampling of student participants were explained in Table 3.4 below.

Table 3.3: Criteria for Purposive Sampling of Students for Semi-structured Interviews

Groups	Criteria
Students	• Study at the English Department in academic year 2012. • Are third-year English majors. • Are among those who achieved either high or low scores in the final examinations in the previous semester. • Are willing to participate in the research.

3.3.3 Teacher Sample for the Classroom Observation

With respect to the participant teachers in the classroom observations and semi-structured interviews, three teachers were chosen by using purposive sampling. The process of choosing participant teachers involved three steps. First, the researcher discussed the criteria to choose participant teachers with his advisor. Second, the researcher emailed the consent letter to the dean of the English Department in Lijiang Teachers' College, and got the dean's permission to collect data. Third, the researcher went to see the dean of the English Department during her office hours, and explained the criteria to choose the participant teachers to the dean. The dean also gave her suggestions to the researcher. In addition, the researcher surveyed all the student participants about their favorite teachers. By combining all the information together, the researcher came up with the criteria for choosing teacher participants (see Table 3.5

below). Finally, the researcher called the participant teachers, made appointments with them, and got their approval to observe their teaching.

Table 3.4: Criteria for Purposive Sampling of Teachers for Semi-structured Interviews

Groups	Criteria
Teachers	• Must be experts in teaching English. • Must have won provincial or national awards in teaching. • Must have worked at least for five years. • Must enjoy great popularity among students. • Are willing to participate in the research.

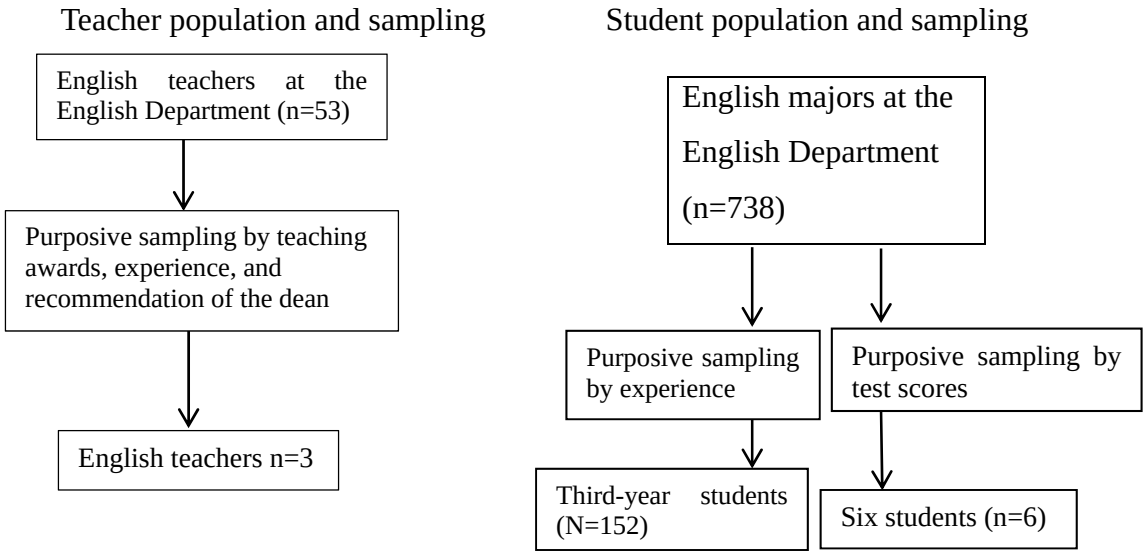

Figure 3.2: Population and Sampling, Teacher Subjects, and Student Subjects

3.4 Research Instruments

The research instruments employed in this study included a set of questionnaires, semi-structured interviews, and classroom observations. Firstly, the classroom observations were used to investigate three teachers' classroom instructional practices. Secondly, semi-structured interviews were used to gather six students'

perceptions towards their teachers' classroom instructional practice, and the three teachers' opinions about their own instructional practices. Most importantly, a set of questionnaires were used to investigate students' general self-efficacy, the specific self-efficacy in their English study, and how students perceive their teachers' instructional practices.

3.4.1 Quantitative Research Instrument

A questionnaire which consists of three parts is used as the quantitative research instrument to collect quantitative data for this study.

3.4.1.1 Definition of a Questionnaire

A questionnaire is one of the quantitative data collection methods that are widely used to gather data (McMillan & Schumacher, 2011). Merriam (1991) highlighted that quantitative data from surveys or a questionnaire can be used to support findings from qualitative data in several facets. The quantitative data from a questionnaire, for example, can be used to support a generalization made from a single or limited number of observations. In addition to that, survey results can shed light on field observations. In addition, "a well-constructed questionnaire can reduce the bias of interviewer effects and thus increase the consistency and reliability of the results" (Dornyei, 2010, p.6).

In this study, questionnaires were used to explore the third-year students' general efficacy, self-efficacy in their English study, and how they perceive their teachers' classroom instructional practices. Information was gathered from 250 third-year student participants. The questionnaire included three sections: (1) a survey of students' perceptions towards their teachers' instructional practices, (2) a general efficacy scale, and (3) a self-efficacy scale in English study.

3.4.1.2 Development of the Questionnaire

This section discussed how the three parts of the questionnaire used in the present study were developed.

Part 1 Students' Perceptions towards Teachers' Instructional Practices

This questionnaire was developed by Professor Savignon and Wang in 2002. It was designed to reflect students' attitudes and beliefs about their English teachers' instructional practices and English language learning. A pilot study of the questionnaire was tested on 20 Chinese college students before formal data collection. This preliminary version was then modified and expanded to its present form. The questionnaire includes three parts. Part 1 consists of eleven statements relating to English teachers' classroom instructional practices. Part 2 also consists of eleven statements concerned with students' attitudes towards their teachers' instructional practices. Five statements in Part 1 and Part 2 relate to grammar-focused classroom practices; another five statements related to communication-based classroom instructional practices. An eleventh statement in Part 1 and Part 2 addresses attitudes towards error correction. Finally, Part 3 consists of 28 statements pertaining to students' beliefs about English language learning in general. Items 1 to 11 are similar in nature to the eleven statements in Part 1 and Part 2. In addition, statements 12 to 16 specifically address beliefs about grammar-focused instruction; statements 17 to 19 concern beliefs about meaning-based instruction; statement 20 to 21 relate to beliefs about error correction; 22 and 23 relate to pronunciation; 24, 25 and 28 address the importance of English; and 26 and 27 are concerned with learner perception of the interrelationship of language learning ability and intelligence. The question items used in this study were rated on the five-point Likert scale, ranging from completely not true to completely true (1 = Completely not true, 2 = Basically not true, 3 = Not sure, 4 = Basically true, 5 = Completely true). A pilot study of the questionnaire was tested on 20 Chinese college students before formal data collection.

Part 2 General Self-efficacy Scale

The German version of the General self-efficacy scale was developed in 1979 by Matthias Jerusalem and Ralf Schwarzer, and later revised and adapted to 26 other languages by various co-authors. The scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events. The scale is usually self-administered, as part of a more comprehensive questionnaire. Preferably, the 10 items are mixed at random into a larger pool of items that have the same response format. It requires 4 minutes to finish answering on average. Responses

are made on a 4-point scale.

The construction of Perceived Self-Efficacy shows an optimistic self-belief. This is the belief that people can perform hard tasks, or handle with hardship in various areas of human functioning. Self-efficacy beliefs can facilitate goal-setting, effort investment, persistence in the face of obstacles, and recovery from failures. It can be seen as a positive resistance resource factor. Ten items are designed to tap this construct. Each item refers to successful coping and implies an internal-stable attribution of success. Perceived self-efficacy is an operative construct, i.e., it is related to subsequent behavior and, therefore, is relevant for clinical practice and behavior change. The measure has been used internationally with success for two decades. It is suitable for a broad range of applications. It can be taken to predict adaptation after life changes, but it is also suitable as an indicator of quality of life at any point in time.

In samples from 23 nations, Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s. The scale is unidimensional. Criterion-related validity is documented in numerous correlation studies where positive coefficients were found with favorable emotions, dispositional optimism, and work satisfaction. Negative coefficients were found with depression, anxiety, stress, burnout, and health complaints. In studies with cardiac patients, their recovery over a half-year time period could be predicted by pre-surgery self-efficacy. In the present study, this 10--item scale was used to measure students' general self-efficacy in life. The questionnaire employed a four point Likert-type scale, which ranged from not at all true to exactly true (1= not at all true, 2 = hardly true, 3 = moderately true, 4 = exactly true).

Part 3 Self-efficacy Scale in English Learning

The self-efficacy scale in English study was adapted from an English-learning self-efficacy test developed by a Chinese website: www.zhijizhibi.com/questionnaire /210521239 in 2009. This test had been used to test students' self-efficacy in their English study by many Chinese teachers of English in high schools and tertiary schools across China. There were 21 items altogether. The construct of self-efficacy in English study reflects an optimistic self-belief in students' English study. Each item reflects successful copying with difficulties students confront in their English study. The measure has been used nationally in many middles schools and tertiary schools with success for more than five years. It is suitable for measuring

students' specific self-efficacy in their English learning. It is also suitable as an indicator of quality of English study. The Cronbach's alphas ranged from .70 to .90, with the majority in the high .84s.The question items used in this study are rated on the five-point Likert scale, ranging from completely not true to completely true (1 = Completely not true, 2 = Basically not true, 3 = Not sure, 4 = Basically true, 5 = Completely true). A pilot study of the questionnaire was tested on 20 Chinese college students before formal data collection.

3.4.1.3 Validity and Reliability of the Questionnaire

This section discussed the validity and reliability of the questionnaire used in the present study.

Questionnaire Part 1

Part 1 of the questionnaire had been used by many teachers and researchers to investigate students' perceptions towards their teachers' classroom instructional practices in many countries. The content of the test had also been checked by the researcher's advisor to assure the content reliability. Furthermore, the first part of the questionnaire was also piloted on the same twenty university students to evaluate its Cronbach's alpha Coefficient. The reliability was ascertained at 0.90, which is also considered as a high reliability.

Questionnaire Part 2

First of all, this questionnaire had been translated into many different languages such as Chinese, Italian, French, etc. and had been used in many studies with hundreds of thousands of participants. Thus, this questionnaire was reported to have high validity and reliability.

As far as this research was concerned, to ascertain the reliability, the second part of the questionnaire was also piloted on twenty university students to evaluate its Cronbach's alpha Coefficient. The reliability was ascertained at 0.95, which is considered as a high reliability.

Questionnaire Part 3

Part 3 of the questionnaire was adopted from an English-learning efficacy test on a Chinese website which was famous for English-learning efficacy tests in China. This test has been used by many teachers and researchers to test

students' specific efficacy in their English learning. The content of the test has also been checked by the researcher's advisor to assure the content reliability. Furthermore, the third part of the questionnaire was also piloted on the same twenty university students to evaluate its Cronbach's Alpha Coefficient. The reliability was ascertained at 0.95, which is considered as a high reliability.

To sum up, the questionnaire can not only save researchers' time and reduce costs, but it can also be successfully used with different people in different situations on different topics. In the light of all the advantages, it is no wonder that the questionnaire is widely used in a large number of research projects.

3.4.2 Qualitative Research Instruments

Two qualitative research tools were used in this present research. One is a semi-structured interview, and the other a classroom observation.

3.4.2.1 Semi-structured Interviews

Interviews are conceived as "conversations with a purpose" (Berg, 1989, p.13). The purpose of interview is 'to gather information, or bits of data" (Mutchnick & Berg, 1996, p.117). The richness from the responses of interviews in both breadth and depth can help researchers not only better understand what goes on in classrooms or schools, but also better elicit participants' feelings, interpretations, reactions, or life experiences (Lodico, Spaulding, & Voegtle, 2006).

In the present study, semi-structured interviews were employed to gain more insightful data concerning how Chinese college students' perceive their English teachers' classroom instructional practices. The data gained from the interviews could add a dimension to the questionnaire data. This was because the interviews allowed each student participant to express their own opinions towards their teachers' instructional practices. The interview questions of the present study were mainly developed on the basis of the questionnaire. These interview questions were piloted on ten Chinese university students who voluntarily participated in the pilot interviews. With comments from these students, and a discussion with the researcher's advisor, the interview questions were edited and re-arranged where necessary. Finally, a total of 14 interview questions were used for this study.

Three teachers from the English Department were chosen for semi-structured interviews. The purpose was to interview teachers to gain some insightful data concerning their classroom instructional practices. The researcher also intended to explore the reasons that can be used to justify teachers' instructional practices. The interview questions for teacher participants were mainly developed on the basis of the questionnaires. These interview questions were piloted on three Chinese EFL teachers in the college. With comments from the teachers, and a discussion with the researcher's advisor, the interview questions were edited and re-arranged where necessary. Finally, a total of 12 interview questions were used for this study.

3.4.2.2 Validity of the Qualitative Data Collection Tools

According to McMillan and Chumacher (2001), validity is the degree to which the explanations of phenomena match the realities of the world. In qualitative research, validity is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher. The claims of validity rest on the data collection and analysis techniques. A combination of different strategies is often used to enhance design validity in qualitative studies. These strategies include prolonged field work, participant verbatim language, low-inference descriptors, multiple researchers, mechanically recorded data, participant researcher, member checking, participant review, and negative cases (McMillan & Schumacher, 1997). Table 3.5 shows the details of each strategy (the information in the table was extracted from *Research in education: A conceptual Introduction* by McMillan & Schumacher, 1997).

Table 3.5: Strategies to Enhance Design Validity

Data collection strategies to increase agreement on the description or composition of phenomena between researcher and participants

Strategy	Description
Prolonged and persistent field work	Allows interim data analysis and corroboration to ensure the match between findings and participant reality
Participant language; verbatim accounts	Obtain literal statements of participants and quotations from documents
Low-inference descriptors	Record precise, almost literal, and detailed description of people and situations
Multiple researchers	Agreement on descriptive data collected by a researcher team
Mechanically recorded data	Use of tape recorders, photographs, and videotapes
Participant researcher	Use of participant recorded perceptions in diaries or anecdotal records for corroboration
Member checking	Check informally with participants for accuracy during data collection; frequently done in participant observation studies
Participant review	Ask each participant to review researcher's synthesis of all interviews with person for accuracy of representation; frequently done in interview studies
Negative cases or discrepant data	Actively search for, record, analyze, and report negative cases of discrepant data that are an exception to patterns or that modify patterns found in the data

Furthermore, the researcher's bias in qualitative studies needs to be minimized, because failure to provide sufficient design specificity and to describe strategies to minimize researcher bias usually invites serious questions about the validity of the qualitative research (There are six strategies to minimize researcher bias in the qualitative studies). (McMillan & Schumacher, 1997). They are: peer debriefer, field log, field journal, ethical considerations recorded, audibility, and formal corroboration of initial findings. The details are showed in Table 3.7(The information in the table was extracted from *Research in education: A conceptual Introduction* by McMillan & Schumacher, 1997).

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Table 3.6: Strategies to Minimize Researcher Bias

Strategies to monitor and evaluate researcher subjectivity and perspective

Strategy	Description
Peer Debriefer	Select a colleague who facilitates the logical analysis of data and interpretation
Field log	Maintain a log of dates, time, places, persons, and activities to obtain access to informants and for each data set collected
Field journal	Record the decisions made during the emerging design and the rationale; include judgments of data validity
Ethical consideration recorded	Record the ethical dilemmas, decisions, and actions in field journal
Audibility	Record data management techniques, codes, categories, and decision-rules as a "decision trail"
Formal corroboration of initial findings	Conduct formal confirmation activities such as a survey, focus groups, or interview

In this study, the questions for the interviews were written based on the purposes of this study, the literature review, and were related to the responses given from the first questionnaire. All of the questions had been checked by three

Chinese experts and one English language professor in order to ensure content validity. To further increase the reliability of semi-structured interviews, five strategies proposed by McMillan and Schumacher (2006) were employed in this study.

1. All the interviews were audio-recorded.

2. The strategy of participant language verbatim accounts was used to obtain statements from the participants whose responses were transcribed verbatim.

3. Multiple researchers were involved: an advisor, two co-advisers, and the researcher. They were invited to check and agree on the descriptive data.

4. Member checking was used. It meant that the researcher checked informally whether the participants gave accurate information during each interview.

5. Peer review was used. It was the process by which the researcher asked all the participants to review their transcripts after each interview to ensure that the information gathered was accurate or not.

3.4.2.3 Classroom Observation

Observation is a recurrent activity that education researchers apply to listen, watch, and record what informants say and do in specific educational settings (Scott & Morrison, 2007). It can provide direct information and details of specific areas for the researcher (Dornyei, 2007). It also enables researchers to get first-hand educational experience rather than rely on what participants say they do. (Scott & Morrison, 2007).

In this study, classroom observations were used to yield an account of the teacher's classroom instructional practices. During the classroom observations, the researcher sat at the back of the classroom as an observer, and did not participate in any classroom activities. While observing, the researcher focused on the participating teacher's instructional practices such as teacher's verbal behavior, activities the teacher uses, the interaction with students, the use of L1 and L2, and techniques the teacher uses to teach English in the class, etc. Besides, field notes on the participants teaching practices were documented on the spot and were subsequently

reviewed on the same day after the observations to include further crucial information if necessary. In addition, each classroom observation was audio-taped and was transcribed on the same day. The classroom observations were conducted at least three times a week for two months in order to affirm the pattern of behaviors.

The classroom observation protocol was adopted from a classroom observation form developed by the Center of Teaching and learning, the University of Minnesota. The name of this form is called “A Made-to-Order Form For Instructional Observation”. The reasons to use this forms were (1) the researcher intended to investigate teachers’ classroom instructional practices, and this form suited the purpose of the researcher; (2) the items in this forms were clear and complete, and were easy to use. In addition, the content of the observation protocol was carefully checked by the researcher’s advice. This form is divided into six parts: (1) organization, (2) presentation, (3) rapport, (4) content, (5) interaction, and (6) active learning. There are 87 sub-items all together. For details, please refer to appendix 3.

3.4.2.4 Validity of the Classroom Observation Protocol

The classroom observation protocol was adopted from a classroom observation form developed by the Center of Teaching and learning, the University of Minnesota. The name of this form is called A Made-to-Order Form For Instructional Observation. It had been used by many researchers to do classroom observation. The researcher’s advisor has also checked the content of the protocol. Therefore, this protocol has a high validity.

To ascertain the reliability of the classroom observation protocol, four ways were used.

(1) Double check. The researcher asked the teachers who were observed to check the results.

(2) The researcher invited experts such as the dean to help to check the results.

(3) The researcher did a pilot study first before conducting the observation.

(4) The researcher invited another teacher to observe the class for one time by using the same protocol, and then compared the results.

To sum up, observations and interviews are the most popular data collection

tools to collect qualitative data for research projects (Creswell, 2008). Use with caution, they can help researchers yield detailed and specific information about what is going on in the classrooms, and gain insightful data about interviewees' thoughts and ideas towards various issues (Ellis, 1998).

3.5 Distribution and Collection of Data Collection Tools

To conduct the present study, a consent letter including objectives of the study as well as a description of research methodologies was sent to the Dean of the Department of English Language of Lijiang Teachers' College. After the permission was obtained, consent forms were also sent to all the teachers and students in the Department of English requesting their participation. These several forms offered important pieces of information to the teacher and student participants. The first part described objectives of the study, research methodologies employed in the present study, and risks and benefits that the study may entail. The second part assured the participants that their participation was anonymous. After the completed consent forms were collected, the researcher identified the number of EFL teachers and students who volunteered to participate in the study for each data collection method.

The questionnaire was initially administered to students who volunteered to participate in the study. After the completed questionnaires were returned, the classroom observations and interview dates and places were organized with the participants depending on their earliest convenience. Then the researcher started to conduction classroom observations with the participating teachers. Meanwhile, the interviews with participating students were conducted during break time. The duration of data collection was two month (middle of November 2012--middle of January 2013).

3.6 Data Collection Procedures

This section illustrates how the researcher collected the data with both the quantitative data collection tools and qualitative data collection tools. Quantitative data were collected through the questionnaire first, and then qualitative data were collected after the quantitative data collection was completed. The qualitative data collection

involved the collection of classroom observation data and semi-structured interview data. The details are stated as follows.

3.6.1 Quantitative Data Collection Procedures

(1) The researcher prepared 250 copies of the questionnaire which was translated into Chinese by the researcher and checked by the dean. The reason to use the questionnaire in Chinese was that all the participant students were Chinese, and the students with low English proficiency could understand it more easily and correctly.

(2) The researcher went to the office for English teachers to see the English teachers who taught the third-year students, and obtained their permission to distribute the questionnaire in their classrooms.

(3) The researcher went to classrooms where the third-year students had classes, and distributed questionnaires to students.

(4) After the questionnaires were distrusted to students, the researcher also explained how to score the questionnaire. Then students started to answer the questions in the questionnaires. It took thirty minutes for the researcher to distribute, explain, and collect the questionnaires in each classroom. The researcher spent a week’s time to collect the questionnaire data.

(5) In all, the researcher distributed 250 copies of the questionnaire, and all the 250 copies were returned to the researcher.

(6) The researcher keyed the data from the questionnaires into SPSS for analysis after the whole data collection process was completed.

3.6.2 Qualitative Data Collection Procedures

This section discussed how the data from classroom observations and semi-structured interviews were collected.

Classroom Observation

(1) The researcher invited the dean of the English Department to check the content of the protocol to ensure the content validity.

(2) Before formally conducting the classroom observations, the researcher first observed each of the three participant teachers one time as a pilot study for this research. The researcher transcribed the data and sent them to his advisor to check.

(3)After the researcher got feedback from his advisor, the researcher revised the way to observe the class. Three techniques were used to observe the classes: taking field notes, using an audio recorder to record the classroom observations, and using the classroom observation protocol.

(4) The researcher also invited the vice dean to observe the class with the researcher one time. After the observation, the researcher compared the results and found that there was not much difference between the two protocols.

(5) The researcher observed each teacher once a week. After each classroom observation, the researcher transcribed the data and keyed them into the computer.

(6) Finally, the researcher invited both the participant teacher and the dean to check the results so that mistakes could be corrected timely.

Semi-structured Interviews with Student Participants

(1) The researcher approached the dean, and got the permission to study students' test scores in the final examination in the subject of Integrated English last semester.

(2) The researcher identified three third-year students who achieved the highest scores, and three third-year students who achieved the lowest scores.

(3) The researcher went to their dorms to talk to them in order to get their permission to interview them.

(4) After the researcher got their permission, the researcher made appointments with them to decide when and where to conduct the interviews.

(5) The students who achieved low scores were interviewed first, and then the students who achieved high scores were interviewed later. Each interview was audio-recorded and transcribed in a timely manner after the interview was finished. The whole interviews were finished within one week's time.

(6) After the transcription of the data, the results were presented to the students to check to ensure the accuracy of the transcription.

Semi-structured Interviews with Teacher Participants

(1) The researcher talked to the participant teachers to get their permission to interview them.

(2) After obtaining the permission, the researcher and the participant teachers agreed on the time and place for the interviews.

(3) The researcher interviewed the three teachers one by one. Each interview was audio-recorded, and then transcribed in a timely fashion.

(4) After transcribing the data, the researcher presented the results to the participant teachers for check to ensure the accuracy of the transcription.

To sum up, data collection procedures in the present study involved both quantitative data collection and qualitative data collection procedures. Each procedure was discussed in detail in this section to provide a better understanding about how the data in the present study were collected.

3.7 Data Analysis

Because both quantitative data and qualitative data were collected, data analysis in this study also consisted of quantitative data analysis and qualitative data analysis.

3.7.1 Quantitative Data Analysis

Questionnaire Data Analysis

The Statistical Package for the Social Science (SPSS) was used to analyze quantitative data obtained from the questionnaire set. The completed questionnaire was tallied, tabulated, and entered into the SPSS spreadsheet program. Responses in the questionnaires about learners' attitudes towards their teacher's teaching methods and their self-efficacy in English study ranked as strongly agree were scored as 5, while the strongly disagree responses were scored as 1. Then, means (*M*), standard deviations (*SD*), and Pearson's correlations (*R*) were calculated to determine the prevalence of participants' attitudes towards their teacher's teaching methods, their general efficacy, and their own self efficacy in English study. Pearson's correlation coefficient was used to find the degree of relationship between teaching instructional practices and students' self-efficacy in their English study. The following descriptive and inferential statistics were employed.

(1) Frequency counts and percentages—(Descriptive statistics)

(2) Arithmetic Means and Standard Deviations—(Descriptive statistics)

(3) Pearson' s correlations—(Descriptive and inferential statistics)

3.7.2 Qualitative Data Analysis

Semi-structured Interviews and Classroom Observation Data Analysis

Qualitative data collected from the semi-structured interviews and classroom observations were analyzed employing Strauss and Corbin's (1990) theoretical concepts of open and axial coding techniques. The specific data coding process was stated as follows. First, the coding process started with open coding that dealt with the naming and categorization of phenomena by closely examining existing data. Then Axial coding was undertaken to put the fractured data back together in new ways by making connections between categories and attempting to formulate one or more core categories. The attempt was made not only to relate several main categories to formulate one or more core categories, but also to develop core categories beyond the properties of the existing ones.

In this study, the qualitative data from the classroom observations and semi-structured interviews were first broken down into discrete parts, examined, and compared for similarities and differences. After breaking down data into their constituent parts, the same phenomena were categorized and given name according to their properties and dimensions.

Axial coding was then employed as the last step for qualitative data analysis. Axial coding is "a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories"(Strauss & Corbin, 1990). In doing so, the data are grouped according to the relationship between sub-categories and re-arranged where necessary. The coding procedures help the researcher systematically analyze and categorize teachers' classroom instructional practices, students' opinions towards their teachers' instructional practices, and teachers' own justifications for their classroom instructional practices. Both the analyzed quantitative and qualitative data helped the researcher answer the three research questions posed earlier, pertaining to how students perceive their teachers' classroom instructional practices and their self-efficacy in their English study, and to what extent there is any relationship between teachers' classroom instructional practices and their students' self-efficacy in their English learning.

3.8 Chapter Summary

The present study applied the notion of mixed-methods research design which included both quantitative and qualitative research methods. Three data collection methods included a questionnaire, semi-structured interviews, and classroom observations that were employed in this study. The participants of this study were 250 students and 3 Chinese EFL teachers at Lijiang Teachers' College. The duration of data collection was two months (from middle of November 2012 to middle of January 2013). Means and standard deviations were first calculated from the questionnaires to investigate students' opinions and attitudes towards their teacher's teaching methods. The obtained data from semi-structured interviews and classroom observations were then analyzed with Strauss and Corbin's (1990) theoretical concepts of open and axial coding techniques. The next chapter will describe the findings in order to respond to the four research questions.

CHAPTER IV
RESULTS

This chapter presents the findings of the current study based on the analysis of the data obtained from the returned questionnaires, the classroom observations, and the semi-structured interviews. The results are presented in accordance with the three research questions proposed in Chapter One. The three questions are involved:

Question One: What types of instructional practices did English teachers employ most in their English classes in Lijiang Teachers' College in Yunnan Province, China?

Question Two: What were students' attitudes towards their English teacher's instructional practices?

Question Three: To what extent do students perceive their self-efficacy in learning English?

Question Four: To what extent is there a relationship between teachers' instructional practices and students' self-efficacy in their English study?

4.1 Finding One

This section presents the teachers' reported English instructional practices in the EFL classrooms of the college. The data to answer the first question was gathered from classroom observations and semi-structured interviews with three English teachers. According to Harmer (2004), teachers' classroom instructional practices should include decisions about goals and objectives of the course, the kinds of material used in the classrooms, types of activities, roles of teachers and learners, and, some model of syllabus organization. In line with this, the researcher analyzed the data from classroom observations and semi-structured interviews with three Chinese English teachers. Basically, two main types of English instructional practices were identified

through the classroom observations, namely, grammar-translation-based instruction and communication-based instruction. Another type of instructional practice, audio-lingualism-based instructional practice was also observed**;** however, it was not frequently used in class. Therefore, it was not the major focus of the present study.

4.1.1Grammar Translation-Based Instructional Practices

The researchers' following extraction from classroom observations of the teaching of Ms. He gives detailed accounts of what this teacher usually does in her classroom. These accounts reveal that this Chinese EFL teacher mainly focuses on grammar and translation while teaching, which means that the teacher's instructional practices are grammar-translation based.

4.1.1.1Course objectives

The subject Ms. He taught was called college English (intensive reading), which was an integrated course. The course code of this course was EDEN01.The teaching goals of this course were to help students to master the usage of another 4000 new English words, and train students' skills in listening, speaking, reading, writing, and translating in a comprehensive way, and help students to acquire these skills successfully. Furthermore, this course aimed to promote students' comprehensive ability in understanding articles and the ability to use English grammar.

4.1.1.2 Materials for This Course

The textbook used to teach this course was called college English intensive reading, which was composed by Fudan University, Beijing University, Huadong Normal University, People's University of China, and Wuhan University in 2009. There were ten units in the textbook. Each unit consists of six parts which are reading articles, new words, notes in Chinese on the text, exercises, reading exercises, and guided writing. The foci of this course were on teaching of intensive reading and the usage of new words.

4.1.1.3 Instructional Process

The following summarized statements were extracted from the researcher's field notes taken during classroom observations, which give a thorough description about what the teacher usually does before class, in class, and after class.

Before class

The teacher normally comes to the classroom five minutes before class with a big bag under her left arms. After coming into the classroom, first, she greets the students who are sitting, chatting, and eating in the classroom. For example, she says: "Good morning, every one! You are early today! How are you this morning?" The students respond to her politely by saying hello to her: "I am fine, thank you, Ms. He! How are you?" Ms. He also responds to her students: "I am very well, thank you!" Then she puts her stuff on the teacher's desk, takes out textbooks from her bag, and starts to prepare for her teaching.

In Class: Pre-Teaching

Ms. He's class instructional practices mainly focus on word-teaching and translation. Accuracy and grammar are given enough attention in her teaching. At the beginning of the class, Ms. He tells her students what she has planned to teach so that the students have clear ideas about what they are going to learn in this class. She then says to the students: "For this morning's class, we are going to focus on checking the answers to the translation exercise."

In Class: During Teaching

Next, she would start her lesson by teaching new words that appear in exercises. These new words for the first class observed were "*midnight, hallway, echo, footstep, frightened, guarantee, name-brand sport shoes, snow storms, throw into, transportation,* and *stressed out*". These words were key words that were used to translate Chinese sentences into English. To start with, the teacher wrote down the Chinese words on the blackboard, and asked students if they knew these words in English. She asked: "Do you know how to say these words in English?" Some students answered "yes", and some said "no". She then asked the students who answered yes to stand up and answer the question. Then she gave positive feedback to the students. For example, when students said the right word, she would say: "Very good, good job". For some words which students were not sure of, she wrote down

the correct answer on the blackboard. After that, the teacher asked students to make some sentences by using these words.

After finishing teaching new words, the teacher set out to do the translation exercises with students. She said to the students: “Please turn to page 211. We will try to finish the two translation exercises today. In the first part, there are five translation exercises. Now let’s have a look at the key words first. Do you know how to say ‘banye’ (midnight) in English? Students answered: “midnight”. The teacher then said: “Yes, banye is midnight! Great!” The teacher continued to check all the key words like this until she finished checking all of them.

After finishing teaching new words, she asked students to translate the sentences from Chinese into English. These Chinese sentences were *(1) 昨天半夜我听到脚步声在过道里回荡, 心里害怕极了. (2) 这些名牌运动鞋保穿十二个月. (3) 雪暴使交通运输陷入混乱. (4) 我最近工作压力很大，我想去海边度假. （5）住公寓不错，但是有其局限.* Ms. He asked some students to come to the blackboard to write down the answers to these five questions, and then correct mistakes in these sentences one by one. She said: “OK, now let’s do the translation exercise. Any volunteers? Come here and write your answers on the blackboard. Any volunteers? Five students are enough.” Some students stood up, came to the blackboard with their textbooks in their hands, and began to write the answers on the blackboard. What students wrote was as follows: *1. I am terribly scared when I heard sound of footsteps echoing around the hallway at midnight yesterday. 2. These name-brand sports shoes are guaranteed for 12 months. 3. The snowstorms made traffic transportation throw into disorder. 4. I have been suffering of stress from work lately. I feel like taking a vacation at the seaside. 5. That’s a good idea to living in apartment but it has limitation.*

After students finished writing the answers on the blackboard, the teacher checked the answers one by one. She patiently pointed out and corrected students’ mistakes. Meanwhile, she explicitly explained the grammar points needed to construct correct sentences in Chinese. She said to the students “OK, Very good! Let’s now check the answers together. Let’s look at No. 1 first.” Then she circled the word ‘*am*’ and said: “when we describe things that happened last night, we should use the Past Tense instead of the Present Tense. So, we should not use “am” here. We should

change ‘am’ to ‘was’. What is more, the word ‘footstep’ is a compound noun, and should not be separated. The correct way to write it is ‘footstep’ instead of ‘foot step’. In addition, we should add one preposition ‘at’ in front of the word ‘midnight’. So the correct answer to the first sentence is ‘I was terribly scared when I heard the sound of footsteps echoing around the hallway at midnight yesterday’. ”

After finishing Exercise 1, she continued to move onto to Exercises 2, 3, 4, and 5, corrected students’ mistakes patiently, and explained grammar points explicitly in the same way as she did in Exercise one.

In Class: Post Teaching

The teacher closed her class by assigning students to do some pre-reading of the next unit, and asked students to try to translate articles in the next unit before they came to the next class. She said to the students: “Before I let you go, I will assign you some homework to do. Please read the articles in the next unit and try to translate them into Chinese by yourselves, and explain what you have translated to me in the next class.”

Justification for the Instructional Practices

Ms. He justified the reasons why she had to use Grammar Translation Method a lot in her classes in the interview. According to what she said in the interview, the reason that she used grammar translation method in her class room was because that she personally regarded grammar as the foundation of English language. What is more, the course she taught also required her to use grammar translation method. She said in the interview:

> *“I still think that grammar is still very important to the second language learners. So in my class, I often teach my students grammar to help them build their English foundation. I will also make them do more practice until they get familiar with the grammar I teach. This is because I teach an integrated course, and grammar and translation are two parts of my course. I teach them how to translate English into Chinese, and how to translate Chinese into English. By doing so, I can prepare my students with some basic translation skills as well. It will be very useful for them in the future if they want to be translators.”*

In addition, the time constraint was the major reason why few classroom activities were not used; why she had to lecture a lot; and why there were few student-student interactions. She explained in the interview:

> *In fact, because of the limited time, I have to spend much time on lecturing. Otherwise, I cannot finish my teaching plan, and my teaching goals. I did not have much time for students to do other activities as well. I often ask them to do exercises after class, and I will check how much they have done when they come to my class next time. I don't give them much time in the class to practice or do the oral performance due to the limited time, either.*

In summary, Ms. He's classroom instructional practices were parallel with Grammar Translation Method theories to some extent (See table 4.1). It is evident that Ms. He's classroom teaching instructional practices were mainly based on the Grammar Translation Method.

Table 4.1: Teacher's Instructional Practices Relevant to GTM Theories

Teacher's Instructional practices of GTM	Theoretical notions of GTM
1. Ms. He spent much of her time explaining usage of words, and doing sentence translation in the class.	1. Much of the lesson is devoted to teach words and translate sentences into and out of the target language.
2. Ms. He explained explicitly grammar points in the translation exercises.	2. Vocabulary and grammar are emphasized.
3. Ms. He used Chinese to explain grammar points in the translation exercises.	3. Students' mother language is used as the medium of instruction.
4. Ms. He corrected each mistake students made in doing translation exercises.	4. Accuracy is emphasized.

In the next section, other classroom observation data and interview data unveiled another type of instructional practices in Mr. Han's EFL classrooms.

4.1.2 Communication-based Practices

The data obtained from the classroom observations and semi-structured interview with one teacher participant, Mr. Han showed that his classroom instructional practices were based on communication. Mr. Han taught college oral English. The course code of this course in the college was EDEN05.

4.1.2.1 Course Objectives

The goals of college oral English are to enable students to be able to communicate in English in the process of learning and carry out discussions on certain topics. It also aims to enable students to communicate in English on daily topics. Furthermore it aims to enable students to give short speeches or express one's own opinions on some familiar topics after preparation in a clear way with correct pronunciation and intonation. Lastly, it is also the purpose of this course to equip students with basic dialogue strategies to make their communication go on smoothly.

4.1.2.2 Materials for This Course

The textbook used in the English Department to teach oral English was called Practical Oral English. There are ten units in this textbook. The focus of the textbook is to cultivate students' oral expressing ability and comprehensive ability in understanding what other people talk about. Different interesting topics about daily life, hobbies and interests, and different cultures are selected as topics in the textbooks for students to learn. Knowledge about pronunciation is also included in the textbook to ensure that students can learn to speak correct and clear English. Different activities such as role plays, information gap, and dramas are used to get involved in the teaching and learning activities. Therefore, it is a good book for teaching oral English.

4.1.2.3 Instructional Process

The following summarized statements were extracted from the researcher's field notes taken during classroom observations, which give a thorough description about what the teacher usually does before class, in class, and after class.

Before Class

The teacher normally comes to the classroom five minutes before the class starts. H seemed happy to see his students during the classroom observations. He wears a pair of glasses and a big black coat. There is big brown bag under his arm. He also says hello to students in the classroom: "*Hello, boys and girls! How are you this morning? "* The students responded to the teacher happily: "*Hello,*

Mr. Han! I *am fine, thank you!"* Then he would put his bag on the teacher's desk, turn on the computer, and do some preparation for his class

In Class: Pre-teaching

The teacher started his lesson by greeting his students. Then he introduced the goals of this class. In the first classroom observation, the teacher said to the class: "*Good morning, boys and girls, it is time for our class now! Today we are going to talk about western food. This is also the topic of this unit. I hope you are ready for our class today."*

Then he asked many questions to help students to speak English and interact with the teacher as a warm-up activity. The examples of these questions were: "*What kind of Chinese dishes or Western dishes do you know?", "Can you name some Chinese or Western dishes in English?", "What kind of steak do you like?", "What kind of vegetables would you like to cook with steak?"*

In Class: During Teaching

After the warm up activity, the teacher started teaching new words by asking questions about the new words. For example, when the teacher taught the word '*cocktail*', the teacher asked students: "*Do you know cocktail? It usually refers to a kind of drink, right? You can have a look at the photo of a cocktail on page 79, and guess how to make a cocktail*." When he taught the word '*ham*', the teacher asked students: *"Do you know what the City of Xuan Wei in our province is famous for? I think everyone knows it."* This question helped student to guess the meaning of ham.

Then the teacher provided input to students by teaching listening. He played CD clips for students to listen to, and then asked them to read the conversations aloud to familiarize the students with necessary words and expressions to get ready for role plays. "*Now let's listen to the tape. There are two customers Tom and Chris in the dialogue. They are in a restaurant and trying to order food. This is a dialogue between two customers and a waiter. When you listen, try to make notes of what Tom and Chris order in the menu. Understand*?

He also asked questions about the conversation to make sure students understand the whole conversation. He told students: "*Did you get the information? What did Tom and Chris order in that restaurant? What kind of dishes*

did each of them order?" "Chris is a lady, so Tom let Chris order first. So what did Chris order?" What was the starter Chris ordered?" "What was her main course?" "What about Tom? What was Tom's starter?"

After finishing listening practice, the teacher put students into groups of three, and asked them to do a role play about ordering food. He gave his clear instruction before the role play. He said to the students: "*Ok, now we are going to do the role paly on page 82. First, work in groups of three. Try to discuss each of the items on this menu. First, try to discuss the name of dish. And then, make a role-play. Do it quickly. I will give ten minutes to prepare for the role-play. Each group works individually. You must do this activity. You try to make a conversation about ordering food. You can use the conversation in the listening part to help you. Is that clear? Start working in groups now. If you do not understand, please feel free to ask me questions.* This role play was used to help students communicate with each other on a certain topic. .

The teacher walked around the classroom while students were working within their groups to help students with problems. For example, a student was not clear what she was going to do, and she raised her hands. The teacher walked to her and told her: "*First you need to find your group, OK? And then, discuss the names of the dishes on the menu. Last, you should do a role-play."*

After students finished the role plays, the teacher gave them feedbacks. He said to the students: "*You did a very good job! Thank you very much! However, when you do the role play, don't be nervous. Just say it slowly, loudly, and clearly."*

In Class: Post Teaching

When the class came to an end, the teacher assigned students some homework to do and closed his lesson. He said: *"OK. Very good! That's all for our class today. Now just pay attention to today's homework. In our class, we just finished Section A and Section B. Do Section C and Section D as your homework. For our topic of the noon chat, each of you should select one of your favorite dishes, and tell us how to do it. Now, if you are clear, you can go."*

Justification for the Instructional Practices

Mr. Han explained how he usually taught English in his classes in detail during the interview with him. He stated in the interview:

> *In my class I use student-centered teaching methodology. I try to teach my students English through communication. That is the way I teach my students. I try to use different ways to teach. Sometimes, I use student teachers. They can organize the classroom teaching by themselves. I also use noon chat and ENLIC Night on Thursdays to teach oral English. I try to put students first in this way. Students can organize both classroom activities as well as extra curriculum activities. Through this method, students will be able to put themselves first. They will regard themselves as masters or the center of the teaching. As a matter of fact, the students are very responsible for their work. I also try to access these student teachers. I try to grade them according to how much and how well they prepare for the teaching, how well they work within a group.*

In summary, Mr. Han's classroom instructional practices were parallel with Communication Language Teaching theories to some extent (See table 4.2). It is evident that Ms. Han's classroom teaching instructional practices were mainly based on communication.

Table 4.2: Teacher's Instructional Practices Relevant to CLT Theories

Teacher's Instructional practices of GTM	Theoretical notions of GTM
1. Asking questions about western food and Chinese food.	1. Activities in CLT typically involve students in real or realistic communication.
2. The teacher used role-plays to help students communicate in English.	2. Role play and simulation are very popular in CLT.
3. Teacher interacted and communicated with students frequently by asking questions to help them use English.	3. The primary function of language is for interaction and communication.
4. The teacher walked around the classroom to help students solve problems.	4. The teacher facilitates communication in the classroom.
5. The teacher tried to help student speak English, but did not correct students' mistakes in communication.	5. It focuses on language proficiency over accuracy.

4.2 Finding Two

This section presented students' attitudes towards their English teachers' classroom instructional practices. Data gathered from semi-structured interviews with

three student participants, and the questionnaires were used to insightfully depict students' attitudes towards their teachers' instructional practices.

4.2.1 Qualitative Results of Students' Attitudes towards Teachers' Instructional Practices

It was discovered that some teachers 'classroom instructional practices were grammar translation-based in this college, and some were communication-based. In general students had positive attitudes towards their English teachers' instructional practices in this college. The following are summaries of the semi-structured interviews with student participants. It provides detailed descriptions about students' various attitudes towards their teachers' instructional practices.

4.2.1.1 Attitudes towards Grammar-Translation-based Instructional Practices

In general, Students had negative attitudes towards grammar teaching. The student participants in the semi-structured interviews all expressed negative attitudes towards English grammar. They did not like studying grammar. The reasons why they do not like English grammar were stated as follows. *(1) The student participants stated that the grammar knowledge in the textbook was dull and boring. (2) The teacher just read the textbook from beginning to end. All students needed to do were just to listen and take notes. (3) There was no interaction between the teacher and students. All these made students very tired and sleepy in the grammar class.*

However, although students did not like to learn grammar, they thought it was important for them to learn it. According to the extracts from the interviews, the reasons were: *(1) It is widely used in English such as listening, speaking, reading and writing. (2) It is the base for every subject. To put it another way, the knowledge of grammar knowledge was used in every subject related to English. (3) It can help students pass examinations more easily, because a large portion of the English examinations here is based on grammar knowledge.*

One of the obvious features of grammar-translation-based instructional practices is that it is teacher-centered, and the teacher spends much of the time lecturing in the class (Larsen-Freeman, 2000). However, the student participants

did not mind the teachers' lectures in the class. They told the researcher that they understood that teachers had to lecture under some circumstances. The lecture frequency depended on the specific subject matters. For example, in College English classes, teachers really spent a lot of time lecturing, because this course contained a lot of reading articles, and they had to explain the meaning of the articles to students in order to prepare students for examinations. Therefore, it was understandable that teachers had to lecture a lot in teaching College English. However, if teachers kept lecturing all the time, it would be tiring for both students and teachers.

In addition, grammar-translation-based instructional practices also focuses on accuracy, and no mistakes are allowed (Richards, 1986). However, all the student participants agreed that it was natural to make mistakes and it was appropriate and understandable for teachers to correct students' errors both in speaking and writing. According to what the student participants said in the interviews, this was because correcting errors could help students speak English more clearly, and be understood more easily. It can help students to remember their mistakes quickly, so that they would not make similar mistakes in the future. Furthermore, correcting students' mistakes could also help students to make more progress in English study and achieve good scores in examinations.

In summary, student participants did not like grammar-translation-based instructional practices, grammar was boring. However, the students thought it was still important for them to learn some English grammar knowledge, because they had to take tests, and grammar could help them lay a solid foundation in their English study.

4.2.1.2 Attitudes towards Communication-based Instructional Practices

All the student participants in the interviews agreed that it was important and necessary for students to learn to communicate in English, and teachers should try to develop students' communicative competence in teaching practices. The identified reasons were stated as follows. *(1) English was a language for communication. The value of English was in communication. To learn English is to learn to communicate in English. (2) Learners could exchange ideas and feelings with*

other people through communication. For example, learners could make friends with foreigners, and exchange different ideas with them. (3) Speaking good English could equip students with more compatibility in the job market after they graduated. (4) Speaking English well could help students solve problems when studying abroad and traveling abroad.

In communication-based instructional practices, various types of activities and techniques are used to motivate students to learn to communicate in English (Larsen-Freeman, 2000). The student participants had positive attitudes towards classroom activities such as movies, music and drama. They thought that these activities were interesting and useful in their English study. The reasons were stated as follows. *(1) Students could practice listening and speaking through these activities. (2) They could help students to relax when students are stressed out. (3) Students could learn good pronunciation from native English movies and songs. (4) Dramas could help students communicate in English. (5) These activities could help teachers to create a relaxing and favorable classroom atmosphere.*

The frequent use of pair work, group work and role plays is also an important feature of communication-based instructional practices (Richards, 1986). Student participants in the present study all had favorable attitudes towards pair work, group work and role plays. They explained that this was because: *(1) Students could have more opportunities to use English. (2) It could help promote students' interest in English and motivate students to learn more English. (3) Students could exchange different ideas between different groups. (4) They could improve students' confidence and bravery in speaking English. (5) They made the classroom atmosphere more lively and active. (6).These activities were good opportunities to put what they had learned into practice.*

To sum up, student participants had favorable attitudes towards communication-based instructional practices. They all held the view that to learn English is to learn to communicate in English, and they all wanted to learn to speak English well.

4.2.2 Quantitative Results of Students' Attitudes towards Teachers' Instructional Practices

Table 4.3 presents the average frequency for the English teachers' identified instructional practices in the classrooms of the college. Descriptive statistics were used to analyze the data obtained from the 221 questionnaires.

Table 4.3: Means, Standard Deviations, and Percentages for English Teachers' English Practices in the Classrooms of the College

English classroom instructional practice	*M*	*SD*	% Not true	% Not sure	% True	% Total
1. Our focus is communication, but the teacher will explain grammar when necessary.	3.52	1.19	23.1	36.7	40.2	100
2. My English teacher allows us trial-and-error attempts to communicate in English.	3.52	1.23	25.3	15.9	58.8	100
3. My English teacher corrects my errors in class.	3.45	1.24	29.4	30.4	40.2	100
4. My English teacher often creates an environment for us to communicate in English.	3.39	1.25	27.9	18.2	53.9	100
5. My teachers often design activities to have us interact in English with peers.	3.29	1.32	33.9	14.0	52.1	100
6. English teaching is communication-based.	3.15	1.31	35.0	17.2	47.8	100
7. I seldom need to open my mouth in class	2.81	1.35	45.2	29.1	35.7	100
8. My English teacher often asks us to do sentence drilling and repeat sentences after them.	2.79	1.22	43.4	25.4	31.2	100
9. English teaching was mainly explaining and practicing grammar rules	2.71	1.29	48.4	18.6	33.0	100
10. The teacher's language is mostly Chinese.	2.35	1.37	42.0	32.7	25.3	100

N=250

It should be noted that this part of the questionnaire was based on a five-scale point scale Likert ratings. The question items used in this study were rated on the five-point Likert scale, ranging from completely not true to completely true (1 = Completely not true, 2 = Basically not true, 3 = Not sure, 4 = Basically true, 5 = Completely true). Scale values 1and 2 were combined into “not true”, and Scale values 4 and 5 were combined into “true”, because the difference between 1 and 2 was not much, nor was the difference between 4 and 5. Furthermore, Scale 3 was disregarded, because it cannot help the researcher to analyze the teachers’ classroom instructional practices, but it was included for the calculation of the means and standard deviations.

As can be seen from table 4.3, only a minority of students (31%) believed that their English teachers’ instructional practices were grammar-focused and teacher-centered. For instance, the same number also said that students had to do sentence drilling and repeat sentences in the class. Only twenty five percent of students agreed that their teachers mostly used Chinese to teach them English. Thirty-three percent of students believed that what their English teachers do in class is mainly explaining and practicing grammar rules. About thirty-five percent of students believed that they did not have to speak in their English class.

In contrast, the data in the table indicates that the majority of the students agreed that their English teachers’ instructional practices were communication-based and student-centered. For example, 60.2% percent of students believed that their teachers focused on communication, and grammar rules were only explained when necessary. The same number also said the teachers usually corrected their mistakes in class, which means that their teachers also put emphasis on accuracy as well. Meanwhile, making mistakes was also allowed, because 59 percent of students said that their English teachers allowed students to make mistakes and try repeatedly in order to let them to communicate in English. Around 53 percent of students held the view that their English teachers often designed activities and create an environment for students to help them interact with each other in English. About half of the students believed that the English teaching in their classes was communication-based.

4.2.3 Student Satisfaction with Teachers' Instructional Practices

The statistics in table 4.4 show the students' level of satisfaction with their teachers' English instructional practices in the classroom. It can be seen that the large majority of students overwhelmingly supported communication-based practices. Seven out of ten liked the teachers to design the activities that allowed them to interact with their peers in English, and when the teacher created the environment to communicate in English, they even liked it when their teachers corrected their mistakes in class. In contrast, they did not like grammar-focused English. They especially did not like classrooms where the communication was mostly in Chinese.

Table 4.4: Means, Standard Deviations, and Percentages for Satisfaction with English Teachers' English Practices in the Classroom of the College

Students' attitudes towards their teachers' English instructional practices	*M*	*SD*	% Not true	% Not sure	% True	Total
1. I like English teacher to create an atmosphere that encourages us to use English in class.	3.97	1.13	15.5	00.0	74.5	100
2. I like communication-focused classes, with grammar explained when necessary.	3.96	1.15	14.5	10.8	74.7	100
3. I like communicative activities so that we can interact in English with peers.	3.89	1.21	17.6	10.5	71.9	100
4. I like to be allowed to make trial-and-error attempts to communicate in English.	3.87	1.14	14.0	16.4	69.6	100
5. I like communication-based English teaching.	3.56	1.40	25.8	14.5	59.7	100
6. I like grammar-focused English teaching.	3.08	1.31	35.3	19.5	45.2	100
7. I like sentence drilling and repeating sentences.	3.02	1.30	39.8	38.1	22.1	100
8. I like the language used in the classroom by my English teacher to be mostly Chinese.	2.52	1.22	53.8	18.6	27.6	100

Table 4.4: Means, Standard Deviations, and Percentages for Satisfaction with English Teachers' English Practices in the Classroom of the College (cont.)

Students' attitudes towards their teachers' English instructional practices	*M*	*SD*	% Not true	% Not sure	% True	Total
9. I like much of the time in the classroom to be spent in explaining and practicing grammar rules.	2.56	1.22	55.0	20.0	25.0	100
10. I like classes which I needn't open my mouth.	2.43	1.42	59.8	15.1	25.1	100

N=250

It should be noted that this part of questionnaire was a five-point scale system. The question items used in this study were rated on the five-point Likert scale, ranging from completely not true to completely true (1 = Completely not true, 2 = Basically not true, 3 = Not sure, 4 = Basically true, 5 = Completely true). Scale 1and 2 were combined into "not true", and Scale 4 and 5 were combined into "true", because the difference between 1 and 2 was not much, nor was the difference between 4 and 5. Furthermore, the scale value of 3 ("not sure") was disregarded for this portion of the analysis because it did not provide information that was relevant to the research, but it was included for the calculation of the means and standard deviations.

4.3 Finding Three

This section discusses how and to what extent students perceived their general self-efficacy in dealing with problems in their daily lives and self-efficacy in learning English. First, it discusses students' self-efficacy in general contexts, and then, students' self-efficacy in their English study is discussed. Finally, the relationship between students' general self-efficacy and self-efficacy in their English study is discussed.

4.3.1. Self-efficacy in the General Context

Overall, the data show that the majority of students believed that the general self-efficacy statements were either mostly true or exactly true for them, except for the last item, in which two-thirds do not believe or hardly believe that they can usually handle whatever comes their way. See details in Table 4.5.

The ten items were also combined into a scale of general self-efficacy. The 10-item general self-efficacy scale has a Cronbach's alpha internal consistency of 0.783. The scale has an average inter-item correlation of r = .366. The scale mean is 26.30 with a standard deviation of 4.350, with an actual range in scores from 15 to 35.

Table 4.5: Means, Standard Deviations and Percentages for Students' General Self-efficacy

Students' general self-efficacy	*M*	*SD*	% Not/hardly true	% Mostly true	% Exactly true	% Total
I can solve most problems if I invest the necessary effort.	3.02	0.74	24.2	47.5	28.2	100
I can solve difficult problems if I try hard enough.	3.01	0.67	20.8	57.0	22.2	100
If in trouble, I can think of a solution.	2.79	0.75	35.7	47.1	17.2	100
I can be calm when facing difficulties because I can rely on my coping abilities.	2.78	0.74	37.1	45.7	17.2	100
I am confident I could deal efficiently with unexpected events.	2.64	0.74	42.1	47.1	10.8	100
Thanks to my resourcefulness, I know how to handle unforeseen situations.	2.58	0.74	45.7	44.8	9.5	100
If someone opposes me, I can find the ways to get what I want.	2.48	0.73	52.0	40.7	7.2	100
When I am confronted with a problem, I can find solutions.	2.44	0.75	45.2	42.1	12.7	100
I can handle whatever comes my way.	2.25	0.77	66.1	28.1	5.9	100
It is easy for me to stick to my aims and accomplish my goals.	2.11	0.81	70.6	24.9	4.5	100

N=250

It should be noted that the items in this part of questionnaire was rated on a four-point Likert scale (1=not true, 2=hardly true, 3=mostly true, and 4=exactly true). Scale value 1and 2 were combined into one value for purposes of display, because there was not much difference between not true or hardly true, and they were similar with each other.

4.3.2 Self-efficacy in English Study

The top-endorsed item was "I am sure I have the capability to study English well" (*M* = 3.69, *SD* = 1.11). This also means that about six in ten students believed that they had the capability to study English well. Whereas, the least-endorsed item was "when I meet difficulties in English, I usually give up" (*M* =1.98, *SD* =1.08). This means that only about one-fifth or 19 percent of students said that they usually did not give up when they met difficulties in English study. See details in Table 4.6.

Table 4.6: Means, Standard Deviation, and Percentage for Students' Self-efficacy in English

Students' self-efficacy in English learning	*M*	*SD*	% Not/hardly true	% Not Sure	% Mostly true	% Exactly true	% Total
I am sure I have the capability to study English well.	3.69	1.11	20.8	19.0	33.9	26.2	100
I can solve the most problems in my English study if I study hard.	3.65	1.01	22.2	19.0	43.0	15.8	100
I believe I can reach my goal in my English study if I study hard.	3.56	1.27	24.9	15.4	31.2	28.5	100
I think I can study oral English well.	3.55	1.09	25.3	24.0	31.7	19.0	100
I will achieve good accomplishment as good students if I study hard.	3.45	1.11	27.6	25.8	26.7	19.9	100
The failure in English study will only induce me to study harder.	3.31	1.09	25.8	30.3	30.8	13.1	100
The more difficult the task is, the harder I study.	3.28	1.07	29.4	29.4	30.3	10.9	100
Big as the trouble in my English study is, I can solve it if I try.	3.27	1.03	26.7	27.1	34.4	11.8	100

Table 4.6: Means, Standard Deviation, and Percentage for Students' Self-efficacy in English (cont.)

Students' self-efficacy in English learning	*M*	*SD*	% Not/hardly true	% Not Sure	% Mostly true	% Exactly true	% Total
When meeting difficulties in English study, I can find a good solution.	3.27	1.00	26.2	27.1	40.3	6.3	100
I do not have difficulties in mastering some English knowledge.	3.23	1.06	12.2	27.1	30.3	29.9	100
Sometimes, the question is easy for me, but hard for others.	3.23	1.06	29.0	26.7	33.9	10.4	100
I like challenging English tasks, because I can succeed in challenge.	3.20	1.07	32.6	25.3	31.7	10.0	100
I can answer the questions even though other students cannot do it.	3.00	1.12	35.3	28.2	25.3	10.4	100
The failure in English study will puzzle me for a long time.	2.96	1.10	10.3	28.1	29.4	34.2	100
It is easy for me to get good scores in English examinations.	2.82	0.98	33.5	40.3	22.6	3.2	100
English is easy for me.	2.74	1.11	46.2	29.0	21.3	3.6	100
I think my English is good compared with other students.	2.66	1.16	42.1	36.2	16.3	5.0	100
I have the ability to deal with the most troubles in English.	2.54	1.21	41.2	29.4	20.8	8.1	100
When I meet difficulties in English study, I usually give up.	1.98	1.08	10.4	18.6	31.2	39.8	100

N=250

It should be noted that the items in this part of questionnaire were rated on a four-point Likert scale (1=not true, 2=hardly true, 3=mostly true, and 4=exactly true). Scale values 1and 2 were combined into one value for display purposes, because there was not much difference between the two scale values.

There was a statistically significant positive correlation between self-efficacy in general contexts and self-efficacy in English learning (r = .34, p < .000). The reason was that the high self-efficacy in dealing with problems in students' daily lives can help students build high self-efficacy in their English study. Students'

successful experiences in dealing with daily problems help them to boost their self-efficacy in their English learning. In addition, after students experienced success in dealing with their daily problems, they would have a more positive mood in dealing with future problems. Their positive mood can also help boost their self-efficacy in dealing with problems in their English learning.

4.4 Finding Four

This section discusses to what extent there is a relationship between teachers' instructional practices and students' self-efficacy in learning English. To investigate this relationship, Pearson(*r*) was employed to find out how the two variables co-related with each other. A small but significant positive correlation was found between one aspect of teachers' instructional practices, but not the other type included in the questionnaire. In particular, communicative English teaching practices, which rely upon focusing on designing and creating an environment for communication and trial-and-error practice with error correction in class, was found to be positively correlated with both the students' general self-efficacy and the students' self-efficacy beliefs in learning English (r = .160 and r = .165, p = .018 and p = .015, respectively). However, the grammar-based English instructional practices were not significantly correlated with students' self-efficacy beliefs. The correlations between the two teaching practice scales and student self-efficacy belief scales are shown in table 4.7 below.

Table 4.7 Correlations between Teaching Practices and Student Self-efficacy Belief Scales

	1	2	3	4
1. Communicative Teaching	1			
2. Grammar based teaching	.109	1		
3. Students general self-efficacy scale	.160*	.087	1	
4. Students English self-efficacy beliefs	.165*	.119	.387**	1

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Correlations between English teaching practices and the individual items of the student self-efficacy beliefs are shown in the next table. There are some interesting patterns that are revealed. Among the general self-efficacy belief items, the communicative English teaching practices scale correlated significantly with the following questions: “2. If someone opposes me, I can find the ways to get what I want,” “4. I am confident I could deal efficiently with unexpected events,” “7. I can remain calm when facing difficulties because I can rely on my coping abilities,” “8. When I am confronted with a problem, I can find solutions,” “9. If I am in trouble, I can usually think of a solution,” and “10. I can usually handle whatever comes my way”. On the other hand, none of the general self-efficacy beliefs correlated with the grammar-based English teaching practices.

Among the self-efficacy beliefs in studying English, the communicative English teaching practices scale correlated significantly with the following questions: “6. I think I can study oral English well,” “10. I can overcome most difficulties in learning English,” “19. No matter how big the trouble is, I can solve it if I try,” “20. The more difficult the task is, the harder I study,” and “21. I can solve the most problems in study if I study hard”. In contrast, only three items—“3. When I meet difficulties, I usually give up,” “17. I have the ability to deal with the most troubles in English,” and “19. No matter how big the trouble is I can solve it if I try”—correlated with the grammar-based teaching practices scales, and one of those items was indicative of the lack of self-efficacy, i.e. giving up.

Table 4.8: Correlations of General Self-Efficacy Beliefs with English Teaching Practice

General Self-Efficacy Beliefs	Communicative teaching	Grammar based teaching
If I am in trouble, I can usually think of a solution.	.171*	.097
If someone opposes me, I can find the ways.	.161*	.103
I can remain calm when facing difficulties because I can rely on my coping abilities.	.158*	.012
When confronted with a problem, I can find solutions.	.153*	.124
I can usually handle whatever comes my way.	.140*	.119
I believe I could deal efficiently with unexpected events.	.133*	.024
Thanks to my resourcefulness, I know how to handle unforeseen situation.	.061	.024
I can solve most problems if I invest enough effort.	.036	.039
I can solve difficult problems if I try hard enough.	.011	.032
It is easy to stick to my aims and accomplish my goals.	-.044	-.053

*. Correlation is significant at the 0.05 level (2-tailed).

. Correlation is significant at the 0.01 level (2-tailed)**

Table 4.9: Correlations of Self-Efficacy Beliefs in Learning English with English Teaching Practices

Self-efficacy beliefs in learning English	Communicative teaching	Grammar based teaching
The more difficult the task is, the harder I study.	.246**	.096
No matter how big the trouble is I can solve it if I try.	.214**	.186**
I think I can study oral English well.	.200**	-.056
I can overcome most difficulties in learning English.	.179**	.088
I can solve the most problems in study if I study hard.	.169*	.029
I never give up when meeting with troubles.	.117	.022
I can answer the questions my English teacher asks even though other students cannot do it.	.122	.101
I believe I can reach my goal so long as I study hard.	.112	-.075
I am sure I have the capability to study English well.	.107	.027
When I meet difficulties, I usually give up.	.106	.201**
When I meet difficulties, I can find a good solution.	.104	-.026
My English is good compared with other students.	.100	.052
Sometimes the question is easy for me but hard for others.	.090	.104
English is easy for me.	.080	-.026
The failure will only induce me to study harder.	.071	-.058

Table 4.9: Correlations of Self-Efficacy Beliefs in Learning English with English Teaching Practices (cont.)

Self-efficacy beliefs in learning English	Communicative teaching	Grammar based teaching
I like challenging tasks, because I can succeed in challenge.	.045	-.060
Failure in English study puzzles me for a long time.	.023	.052
It is easy for me to get good scores in English examinations.	.000	-.034
I have the ability to deal with the most troubles in English.	-.010	.169*
I will achieve the same accomplishment as good students in class if I study hard.	-.046	.031

4.5 Chapter Summary

The results obtained from the analyses of the data obtained from the questionnaire, the semi-structured interviews, and classroom observations in this present study can be summarized as follows:

1. Two types of classroom English instructional practices were observed. They were grammar-translation-based instructional practices and communication-based instructional practices. All the teacher subjects emphasized and highlighted the communication-based instructional practices, but did not deny the importance of grammar teaching. The majority of students were reported to follow and favor the communicative instructional practices. They would like to study English through communication, and hoped to have more opportunity to speak English.

2. On the one hand, students expressed negative attitudes towards grammar-translation based teaching practices. They did not like studying grammar. However, they held the view that it was still important for them to learn some English

grammar knowledge. On the other hand, all the student participants in the interviews agreed that it was important and necessary for them to learn to communicate in English, and teachers should try to develop students' communicative competence in teaching practices. They all expressed the view that to learn English is to learn to communicate in English, and they all wanted to learn to speak English well.

3. A majority of students had strong perceived self-efficacy to deal with their problems in their daily lives. For instance, they were confident that they could solve most difficult problems with their efforts. They could also find ways to get what they wanted and found solutions to difficult problems. Furthermore, they could handle unforeseen situations and unexpected events efficiently. However, data gathered from the Self-efficacy Scale in English Study indicated that participant students had lower self-efficacy in their English study. They were not as confident in dealing with problems in their English study as they were in dealing with problems in their daily lives.

4. A small but significant positive correlation was found between one aspect of teachers' instructional practices, but not the other type included in the questionnaire. In particular, communicative English teaching practices, which rely upon focusing on designing and creating an environment for communication and trial-and-error practice with error correction in class, was found to be positively correlated with both the students' general self-efficacy (r = .160, p = .018) and the students' self-efficacy beliefs in learning English (r = .165, p = .015). However, the grammar-based English instructional practices were not significantly correlated with students' self-efficacy beliefs.

The following chapter provides discussions of the findings. It is organized to offer the discussion for each of the research question and provide a comprehensible explanation. Based on the current findings, the implications for language teaching and learning are suggested.

CHAPTER V
DISCUSSION

This chapter discusses the findings simply presented in the previous chapter. Based on the research questions, the chapter is divided into four discussions: (1) a discussion of finding one dealing with instructional practices employed by the Chinese English language teachers, (2) a discussion of finding two dealing with students' attitudes toward those instructional practices, (3) a discussion of finding three concerning the students' perceived self-efficacy in learning English, and (4) a discussion of finding four, the relationship between the students' perceived self-efficacy and the teachers' instructional practices. Then the implications of this study are presented as the final part.

5.1 Discussion of Finding One

Research question 1: What types of instructional practices did Chinese English teachers employ in their EFL classrooms at the English Department of Lijiang Teachers' College?

This section discusses the reported types of English teachers' classroom instructional practices, and analyzed the reasons why Chinese English teachers had to use such kinds of instructional practices in their EFL classrooms.

In general, the findings revealed that two major types of English instructional practices were used in Lijiang Teachers' college. They were grammar translation-based instructional practices, and communication-based instructional practices. This finding is consistent with the results which were discovered by Littlewood (2010), who found that there were two main types of English instructional practices (grammar translation-oriented instruction and communication-based instruction) in EFL classrooms in Hong Kong, Japan, South Korea, and Singapore. The finding also corresponded to the finding of Ye (2007). Ye discovered in her study

that Grammar Translation Method and Communicative Language Teaching were the major two teaching methods Chinese EFL employed in their classrooms to guide their instructional practices.

In this study, the reason that two teachers used different methods in their classroom instructional practices was mainly because the teachers had to teach different subjects in English, which required different teaching methods. For instance, communication-based instructional practices were used to teach oral English, while Grammar translation based instructional practices were used to teach English grammar and extensive reading courses. To put another way, it was the subject matter that influenced greatly the teachers' decisions on what kinds of instructional practices should be used in the EFL classrooms.

For example, as Ms. He argued, she had to use grammar translation method very frequently in her class. This was because she taught an integrated course, or college English. Grammar and translation were two important parts of her course. She had to teach students how to translate English into Chinese, and how to translate Chinese into English. By doing so, she could also prepare her students with some basic translation skills as well. It would be very useful for them in the future if they wanted to be translators. On the contrary, in Mr. Han's class, his class instructional practices were largely based on communication. This was because he taught oral English, and he had to focus on fluency more than accuracy. So he devoted a large amount of time developing students' communicative competences by using different activities.

5.2 Discussion of Finding Two

Research question 2: What attitudes did students have towards their English teachers' instructional practices?

This section discussed students' attitudes towards their English teachers' classroom instructional practices, and analyzed the reasons why students favored communication-based instruction.

The finding revealed that a large majority of students believed that their English teachers' instructional practices were communication-based and student-centered, and they overwhelmingly supported communication-based practices. In

contrast, they did not like grammar-focused instructional practices, nor did they like classrooms where the communication between the teacher and students was mostly in Chinese. The findings of this study were consistent with Littlewood's (2010) findings. In his investigation into Chinese and Japanese students' conceptions of ideal English lessons, Littlewood discovered that most students expressed strong preference for communication-oriented language instructions. Furthermore, the results are also consistent with the data found in Savignon and Wang's (2003)'s investigation into learners attitudes and perceptions towards communicative language teaching. The participants in their study showed a strong preference to communication-based instruction.

Seen from the data gathered through semi-structured interviews, the reasons why the participant students favored communication-based instruction were various. First, students regarded English as a language of communication, and the value of English was in its communication function. Second, student participants held the belief that speaking good English could help them find good jobs after they graduated, as well as help them solve problems when traveling abroad or studying abroad. Last but not least, many students were eager to make friends with foreigners, and know more about foreign cultures to enrich their knowledge. These goals could be better achieved if they could use English to communicate with foreigners.

In short, student participants strongly favored communication-based instructional practice, which could help them improve their communicative competences. These students had both instrumental motivation as well as intrinsic motivation to learn to use English for communication.

5.3 Discussion of Finding Three

Research question 3: To what extent did students perceive their self-efficacy in learning English?

This section first discusses students' general self-efficacy in dealing with problems in their daily lives, and then it discusses students' self-efficacy in English

learning respectively. Finally, the correlation between the two kinds of self-efficacy is discussed.

5.3.1 General Self-efficacy

The result of this study showed that a majority of students had strong self-efficacy in dealing with problems in their daily lives. For instance, they were confident that they could solve most difficult problems with their efforts. They could also find ways to get what they wanted and find solutions to difficult problems. Furthermore, they could handle unforeseen situations and unexpected events efficiently. The results of this study were consistent with a study conducted by Schwazer and colleagues in 1997. Their study examined German, Costa Rican, and Chinese university students' self-efficacy by using German, Spanish, and Chinese versions of the General Self-Efficacy Scale. The results showed that the university students from these three countries had high general self-efficacy.

In this study, the reason why students had strong self-efficacy in dealing with problems in their daily life may be related to their family background. Most of the students in the College are from rural areas, where the living conditions are poorer and more arduous. Children living in the rural places have to face more problems in their daily life and learn to deal with them at an earlier age than urban children; living in harsh conditions in the rural areas can help children develop a strong will to cope with difficulties. This can mostly likely help explain why these students had strong efficacy in dealing with problems in their daily lives.

5.3.2 Self-efficacy in English Study

Despite the fact that students had strong self-efficacy in dealing with problems in their daily lives, data gathered from the self-efficacy scale in English learning indicate that compared to general self-efficacy, participant students had lower self-efficacy in their English study. They were not as confident in dealing with problems in their English study as they were in dealing with problems in their daily lives. The results of this study were consistent with the findings from Çakır and Alıcı (2009) and Wang and Pape (2007). Çakır and Alıcı (2009) found that some Chinese university students had lower self-efficacy in English learning. They discovered the

reasons were that students' past experiences and educational background affected learner's self-efficacy in English learning to a large extent. Wang and Pape (2007) investigated the factors that affected the development of self-efficacy of three young Chinese students learning English as second language in the US. The study revealed that these three Chinese students had low self-efficacy in English learning. Factors such as the learners' past experiences, social and cultural setting and educational background were all found to affect learners' self-efficacy in English study.

In this study, the reason that these students had lower self-efficacy than general self-efficacy was also related to their family background and educational background to some extent. A majority of these students came from poor and remote areas. Many of them had ethnic backgrounds, which meant that they were not Han Chinese. Their family members were also not well-educated, so that they could not help their children with their study much. Most of the time, the children had to depend on themselves in their studies. Furthermore, English language was never used in their families. In addition, most of the students were the first generation to go to college in their families, and some of them could not even speak Chinese well. Therefore, it is understandable that these students would have lower self-efficacy in their English study than in dealing with daily problems.

5.3.3 Correlation between Self-efficacy in General Contexts and Self-efficacy in Learning English

There was statistically significant positive correlation between self-efficacy in a general context and self-efficacy in English learning ($r = .34$, $p < .000$). The reason was that the high self-efficacy in dealing with problems in students' daily lives can help students build high self-efficacy in their English study. Students' successful experiences in dealing with daily problems help them to boost their self-efficacy in their English learning. In addition, after students experienced success in dealing with their daily problems, they would have a more positive mood in dealing with future problems. Their positive mood can also help boost their self-efficacy in dealing with problems in their English learning.

5.4 Discussion of Finding Four

Research Question 4: Was there a relationship between teachers' instructional practices and students' self-efficacy in their English study?

This section discusses the relationship between teachers' classroom instructional practices and students' self-efficacy in learning English. It was discovered in the previous chapter that teachers' communication-based instructional practices were positively related to both students' general efficacy and students' self-efficacy in learning English. Although the percentage was not high (3%), it was in the right direction. The findings were consistent with what Bandura (1994) indicated. Bandura (1994) pointed out that learning environment and teaching method can improve students' self- efficacy in the classroom. The findings also corresponded to the findings reported by Lindstrom and Sharma (2011). In their research (2011), they described a required and non-majors' physics course where the effects of different teaching methods on the classroom climate and self-efficacy were measured. They discovered these teaching methods, collaborative learning and the use of electronic applications showed positive correlations with increased self-efficacy in their student sample.

From the findings in this study, it may be inferred that communication-based English instructional practices play an important role in improving students' general self-efficacy beliefs and self-efficacy beliefs in learning English. Thence, teachers should try to make good use of different instructional practices to help improve students' self-efficacy beliefs in their English study so that students' English proficiency can be improved. This is because the motivational impact of self-efficacy is dramatic and has been shown to be an important mediator of all types of achievement behavior (Schunk, 2008). When self-efficacy beliefs are high, individuals will engage in tasks that foster the development of their skills and capabilities, but when self-efficacy is low, people will not engage in new tasks that might help them learn new skills (Bandura, 1997). In other words, students' self-efficacy beliefs are likely to be highly related to their outcome expectations.

5.5 Implications of the Study

The results of the present study offer fundamental and useful information for further research on college English teaching and language learning to improve Chinese EFL language teachers' classroom instructional practices, college students' general self-efficacy, and self-efficacy in English learning. The following suggestions, based on the results of the present study, should be taken into consideration to improve English teaching and learning in EFL contexts especially at the tertiary level. Suggestions for teaching and learning are offered as follows.

5.5.1 Implications for Language Teaching

The present study offered some useful implications for teacher development. It was discovered from this study that the teacher participants used different teaching methods to guide their classroom instructional practices. The major teaching methods they used were Grammar-Translation Method, Communicative Language Teaching, or a mixture of different teaching methods. The reason that different teaching methods were used in the EFL classroom was mainly because these teachers had to teach different subjects in English, such as grammar, oral English, and integrated college English. Put another way, EFL teachers need to take the students different needs and the local contexts into account when deciding what kind of teaching methods should be used in the EFL classrooms. The results corresponded to the findings of several studies.

In these times of Post-method Condition, according to Kumaravadivelu (1994), there are three major types of language instructions. There are language-centered methods (e.g., audiolingualism) that seek to provide opportunities for learners to practice pre-selected, pre-sequenced linguistic structures through focused exercises, assuming that a preoccupation with form will ultimately lead to L2 mastery. There are also learner-centered methods (e.g. Communicative Method) that seek to provide opportunities for learners to practice pre-selected, pre-sequenced linguistic structures and communicative notions through function-focused activities, assuming that a pre-occupation form and function will ultimately lead to L2 mastery. Finally, there are learner-centered methods (e.g., the Natural Approach) that seek to provide opportunities for learners to participate in the open-ended meaningful interaction

through language learning tasks, assuming that a pre-occupation with meaning making will ultimately lead to L2 mastery.

When EFL teachers conduct their classroom instructions, they need to make good sense of their formal personal experience as learners, their professional education and peer consultation to conceptualize how their teaching leads to desired learning (Prabhu, 1990). What the teacher should be concerned with is not whether the method is good or bad, but whether it is active, alive, or operational enough to create a sense of involvement for both the teacher and the student (Prabhu, 1990).

5.5.2 Implications for Language Learning

Self-efficacy has been proven to have a great influence on learners' motivation to learn (Schunk, 2008). When self-efficacy perceptions are high, individuals will engage in tasks that foster the development of their skills and capabilities, but when self-efficacy is low, people will not engage in new tasks that might help them learn new skills. (Bandura, 1997). When students attain learning goals, goal attainment conveys to them that they possess the requisite capabilities for learning. These beliefs motivate them to set new challenging goals. Students who are motivated to learn often find that once they do so, they are intrinsically motivated to continue their learning (Schunk, 2008).

The present study discovered that teachers' classroom instructional practices can affect students' self-efficacy in learning English. This finding also corresponded with arguments that teaching methods can influence learners' self-efficacy in learning (e.g., Bandura, 1994; Lindstrom & Sharma, 2011). Therefore, it makes sense that teachers should try to help students promote their self-efficacy by developing teaching methods based not only on general principles of language teaching, but also on the understanding of the specific situations and learners (Littlewood, 2010).

To sum up, in the course of English language teaching and learning, teachers should try to make good use of different teaching methods or develop their own teaching methods based on their experience, the local context and students to make their instructional practices more effective and fruitful. Meanwhile, it is important for teachers to try to enhance students' self-efficacy in English study.

CHAPTER VI
CONCLUSION AND RECOMMENDATIONS

This chapter is the last chapter of this study. It provides a brief conclusion and recommendations for further studies. It aims to summarize all previous chapters and to suggest helpful and specific details to those researchers who are interested in following up on this research topic in more detail.

6.1 Conclusions of the Study

The goals of English learning and teaching have been clearly stated in the "College English Curriculum Requirement" issued by the Ministry of Education of China in 2004. In the requirement, it is clearly stated that the purpose of college English teaching is "to develop students' listening, speaking, reading, writing and translating ability to enhance students' comprehensive ability to use English to communicate and exchange information." It is also precisely stated what the role of English teachers should be. English teachers should act as "the researcher of teaching methods and the mentor of students' learning strategies". The teacher should also "bring all positive factors into full play, conduct various teaching activities to help students have more opportunities to speak, to practice what they have learned, to ask questions".

However, the traditional English teaching in colleges in China has been problematic. English teachers have been putting too much focus on the teaching of reading, and speaking has been seriously ignored. The consequence of this English instruction has been that students are not able to understand or speak English (Xue, 2010). Xue (2010) also pointed out that the teaching method most college teachers use is lecturing, where students just need to listen and take notes. The teaching content is frankly boring. Students lack positive motivation to study English, and they lose the confidence to study English well. It can be concluded that there is no doubt that

college English teachers could play a very critical role in enhancing the quality of college English teaching and the level of students' English proficiency (Xue, 2010).

On the other hand, students' self-efficacy beliefs can also affect students' English proficiency (Liu & Maggie, 2010). The motivational impact of the perceived self-efficacy is dramatic. When self-efficacy perceptions are high, individuals will engage in tasks that foster the development of their skills and capabilities, but when self-efficacy is low, people will not engage in new tasks that might help them learn new skills (Bandura, 1997). It has been acknowledged that self-efficacy has been shown to be an important mediator of all types of achievement behavior (Schunk, 2008). Therefore, it is necessary and interesting to investigate college English teachers instructional practices and students' self-efficacy in their English study.

The present study was designed to investigate Chinese English teachers English instructional practices and students' self-efficacy beliefs in their English study to insightfully depict whether there was a relationship between the English teachers' English instructional practices and students' self-efficacy in their English study. The study was framed within one theoretical concepts of self-efficacy theory by Bandura (1977). The researcher applied the concept of triangulation to collect and analyze data in order to augment the validity and reliability of the findings.

Three data collection methods were employed for this study. One was a quantitative instrument, a set of questionnaires, which included three sub-sections. The first sub -section was the General Self-Efficacy Scale; the second sub-section was Self-Efficacy Scale in English Learning; and the third sub-section was Students' General Beliefs about Teachers' Instructional Practices. There were two qualitative methods, namely, the semi-structured interviews, and classroom observations. Firstly, the questionnaire was used to investigate students' general beliefs about their teachers' English instructional practices, and explore the relationship between teachers' instructional practices and students' self-efficacy in learning English. Secondly, the semi-structured interviews were used to discover students' deeper understanding towards their teachers' instructional practices, and teachers' own justification for their English instructional practices. Additionally, the classroom observations were used to explore the teachers' real classroom instructional practices.

Purposive sampling was used to select student participants for the questionnaires and the semi-structured interviews and teacher participants for the semi-structured interviews and classroom observations. The total number of student subjects for the study was 250, according to Krejcie and Morgan's (1970) table at 95% confidence level, the sample size for the questionnaire was at least 152. However, in order to gather deeper and more insightful information, the researcher distributed the questionnaires to all the 250 third-year English majors.

6.1.1 Conclusions for Research Purpose One

In general, two major types of English instructional practices were found in the EFL classrooms at the English Department of Lijiang Teachers' College. These two types were grammar-based instructional practices and communication-based instructional practices. These two different types of instructional practices were used to teach different subjects in the EFL classrooms. In other words, it was the subject matter that decided what types of instructional practices should be used in the classroom. Both of the two types of instructional practices were considered effective in helping teachers achieve their teaching goals and objectives, although the grammar-based practices were considered boring by the students.

6.1.2 Conclusions for Research Purpose Two

Among the two identified English instructional practices, namely, grammar-translation-based instructional practice and communication-based instructional practice, communication-based English instructional practice was most frequently reported to be the most popular English instructional practice by students. Eighty percent of student participants said that they could follow the communication-based instruction, while only twenty percent of students reported that they could follow the grammar-translation based instructions. Most students believed that learning English through communication was the best way to help to study English because English was a language for communication. However, some students still believed that grammar was important in their English study, because in the Chinese educational system, they needed to learn grammar to pass the English language proficiency tests.

Given various students' needs, it seems, therefore, that a combination of communication and grammar translation is the best way to instruct students to learn English in this college setting. The finding was similar to some previous conclusions which stated that students' specific needs and the local contexts should be taken into consideration by teachers when conducting their classroom instructional practices.

6.1.3 Conclusions for Research Purpose Three

Between the two kinds of self-efficacy investigated by the researcher among the third-year college students, the data have shown that a majority of students had comparatively high self-efficacy in dealing with problems in their daily life. However, when it comes to the self-efficacy in learning English, these students had comparatively low self-efficacy in their English learning. They were not as confident in dealing with problems in their English study as they were in dealing with problems in their daily lives. It is believed that one of the most important reasons for the students having high general self-efficacy and low self-efficacy in learning English is due to the students' specific family and educational background, i.e. their coming from a mainly rural background and modest socioeconomic level.

In addition, a statistically significant positive correlation between self-efficacy in general contexts and self-efficacy in English learning ($r = .34$, $p < .000$) was discovered among the students samples. The reason for this was thought to be that firstly the students' successful experiences in dealing with daily problems and overcoming adverse economic conditions has helped them to boost their self-efficacy in their English learning. Additionally, after the students experienced success in dealing with their daily problems, they would have a more positive mood and more positive self-esteem in dealing with future problems. Their positive mood can also help boost their self-efficacy in dealing with problems in their English learning.

6.1.4 Conclusions for Research Purpose Four

The analyses of the questionnaire data indicated that a small but significant positive correlation was found between communicative based instructional practices and students' general self-efficacy and self-efficacy in learning English. There was a positive relationship between teachers' communication-based instructional practices

and students' general self-efficacy and self-efficacy in their English study. Although this positive relationship was not so significant, it was in the right direction (r = .160 and r = .165, p = .018 and p = .015, respectively). However, no significant relationship was discovered between grammar translation-oriented instructional practices and students' general self-efficacy and self-efficacy in their English learning. Therefore, it can be concluded from the analyses that English teachers' communication based instructional practices do affect students' general self-efficacy and self-efficacy in their English study.

6.2 Recommendations for Further Studies

The findings of this present study provide useful information about what types of English classroom instructional practices were the most popular by students and teachers in Lijiang Teachers' College. Furthermore, the findings also offer some important information about what students' general self-efficacy beliefs and self-efficacy beliefs in their English study were. More importantly, the data obtained is also valuable for language teachers of EFL at the tertiary level, because the data provide important information about how to best instruct students to learn English successfully in this teachers' college setting. The following recommendations are based on the results of the study:

1. This study was limited to a study of third-year student who majored in English education at a college level (Lijiang Teachers' College). The generalizations may be suitable for students who are at the same level, and have the same or similar experience and background. Further investigations should be conducted on first-year students and second-year students, and those who are not English majors.

2. This present study employed mixed-methods design (questionnaires, semi-structured interviews, and classroom observations) to investigate the relationship between teachers' English instructional practices and students' self-efficacy in their English study. Thus, further investigations could be conducted with more than these three methods. Think–aloud protocol, focus-group interviews, and documentary study might also be used.

3. This present study was conducted in the northwestern part of Yunnan Province in China, and it only investigated students at a teachers' college. Thus, further investigation should be conducted in other parts of Yunnan, or even other provinces in China. Further studies could also be conducted at the 4-year university level.

4. Further studies should be conducted to examine the relationship between students' self-efficacy in their English learning and other factors such as language learning strategies, learning anxiety, and learning outcomes. The results will help teachers and students to manage their class, learn better, and live more happily.

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APPENDICES

APPENDIX A
CONSENT LETTER

Faculty of Liberal Arts
Mahidol University
Budhamonthon Sai 4,
Nakorn Pathom 73170, Thailand

Dear students and teachers:

I am conducting a Master Degree's thesis in Applied Linguistics that explore the relationship between Chinese English teachers' classroom instructional Practices and students' self-efficacy in their English study in a Chinese college context. My aim is to gather data to reveal how Chinese English teachers conduct their teaching in their classrooms and what students' attitudes their teaching are. Particularly, this study aim to insightfully depict the relationship (if any) between teachers' instructional practices and students' self-efficacy in their English study.

In doing so, I need various pieces of information in order to clarify and reveal Chinese English teachers' classroom instructional practices and identify students' self-efficacy in their English study. To collect this information, I will use triangulation method for ensuring the research practice. The three data collection tools are a questionnaire, semi-structured interviews, and classroom observations. The questionnaire will be initially administered to all participants. Then, the semi-structured interviews will be conducted with the participants. The interviews will take approximately 15-30 minutes depending on the respondents' responses. For classroom observations, with permission from EFL teachers, I will observe them during their instructional practices at least 3 times.

If you are willing to participate in this study, please complete the consent form attached and put it in your mailbox at the Department of English Language at your earliest convenience. It is important to note that the participation in this study is

voluntary and anonymous, and the participants are free to withdraw from the study at any time.

If you have questions or concerns regarding this study, please do not hesitate to contact me. My email is jerrydong522@gmail.com. I thank you in advance for your contribution to this research. I am looking forward to meeting you throughout the process of data collection.

Yours sincerely

Weijian Dong Songsri Soranataporn, Ph.D
MA Student Thesis Advisor

APPENDIX B
QUESTIONNAIRE

There are three main sections in this questionnaire:

Part Ⅰ: General self-efficacy scale developed by Professor Ralf Schwarzer and Professor Matthias Jerusalem (1995) (10 items)

Part Ⅱ: Self-efficacy scale in English study adapted from 2009 English learning self-efficacy test http://www.zhijizhibi.com/questionnaire/210521239 (22 items)

Part Ⅲ Students' perceptions towards their teachers' instructional practices developed by Savignon and Wang, 2002 (49 items)

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Questionnaire Part 1

Students' Perceptions toward Their Teachers' Instructional Practices

Savignon &Wang, 2002

Ⅰ English practice in the classroom in my college

1. English teaching in my college is grammar focused.	5	4	3	2	1
2. My English teacher often asks us to do sentence drilling and repeat sentences after them.	5	4	3	2	1
3. The language used by my teachers is mostly Chinese.	5	4	3	2	1
4. English teaching in my high school was mainly explaining and practicing grammar rules.	5	4	3	2	1
5. I seldom need to open my mouth in the classroom.	5	4	3	2	1
6. English teaching in my college is communication-based.	5	4	3	2	1
7. My teacher often designs activities to have us interact in English with peers.	5	4	3	2	1
8. Our focus in class is communication, but the teacher will explain grammar when necessary.	5	4	3	2	1
9. My English teacher allows us trail-and-error attempts to	5	4	3	2	1

communicate in English.

10. My English teachers often correct my errors in class.	5	4	3	2	1

Ⅱ. My attitudes toward the instructional practice in my college

1. I like grammar-focused English teaching in my high school.	5	4	3	2	1
2. I like sentence drilling and repeating sentences.	5	4	3	2	1
3. I like the language used in the classroom by my English teacher to be mostly Chinese.	5	4	3	2	1
4. I like much of the time in the classroom to be spent in explaining and practicing grammar rules	5	4	3	2	1
5. I like English classes in which I needn't open my mouth.	5	4	3	2	1
6. I like communication-based English teaching.	5	4	3	2	1
7. I like communicative activities so that we can interact in English with peers.	5	4	3	2	1
8. I like my English class to be focused on communication, with grammar explained when necessary.	5	4	3	2	1
9. I like English teachers to allow us to make trial-and-error attempts to communicate in English	5	4	3	2	1
10. I like my English teachers to create an atmosphere that encourages us to use English in class.	5	4	3	2	1
11. I like my errors in speaking to be corrected by my teaches.	5	4	3	2	1

Ⅲ. My beliefs about learning English

1. Learning English is learning its grammar rules.	5	4	3	2	1
2. English learning through sentence drilling is effective.	5	4	3	2	1
3. I believe Chinese should be frequently used in my English class for better understanding of the lessons.	5	4	3	2	1
4. I believe the more grammar rules one memorizes, the better he / she is at using English.	5	4	3	2	1
5. Opening one's mouth to practice speaking in the classroom is not essential for English learning.	5	4	3	2	1
6. A language classroom should be communication-based.	5	4	3	2	1

7. It is important to practice English in real-life like situations.	5	4	3	2	1
8. Languages are learned mainly through communication, with grammar rules explained when necessary.	5	4	3	2	1
9. I believe making trial-and-error attempts to communicate in English helps me to learn English.	5	4	3	2	1
10. A teacher should create an atmosphere in the classroom to encourage interaction as a class or in groups.	5	4	3	2	1
11. It is vital for the teacher to correct students' errors in class.	5	4	3	2	1
12. The formal study of grammar is essential to eventual mastery of English.	5	4	3	2	1
13. I believe my English improves most quickly if I study and practice the grammar.	5	4	3	2	1
14. We should study more formal grammar in English classes.	5	4	3	2	1
15. It is more important to study and practice grammatical patterns than to practice English in an interactive way.	5	4	3	2	1
16. Grammar rules should be explicitly explained in class.	5	4	3	2	1
17. Learning English is learning to use the language.	5	4	3	2	1
18. Learning English in a communicative way is essential to master a foreign language.	5	4	3	2	1
19. A communication-focused language program often meets the learner's needs.	5	4	3	2	1
20. I believe it is important to avoid making errors in the process of learning English.	5	4	3	2	1
21. Teachers should correct students' pronunciation or grammatical errors in class.	5	4	3	2	1
22. A good language learner usually pronounces beautifully.	5	4	3	2	1
23. A person's good pronunciation indicates good English.	5	4	3	2	1
24. Learning English is important for people in China.	5	4	3	2	1
25. English is useful in getting a job.	5	4	3	2	1
26. Good language learners are intelligent.	5	4	3	2	1
27. Students who have good grades in other subjects are likely to be good language learners.	5	4	3	2	1

28. English education should begin in elementary schools. 5 4 3 2 1

Questionnaire Part 2

General Self-Efficacy Scale

Schwarzer & Matthias, 1995

Directions

This form of GENERAL SELF-EFFICACY SCALE is for students to measure their general self-efficacy in dealing with general problems. You will find statements about how you view your self-efficacy in dealing with problems. Please read each statement. On the separate worksheet, write the response (1,2,3,or 4) that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Not at all true
2. Hardly true
3. Moderately true
4. Exactly true

NOT AT ALL TRUE means that the statement is very rarely true of you.
HARDLY TRUE means that the statement is true less than half of the time.
MODERATELY TRUE means that the statement is true more than half of the time.
EXACTLY TRUE means that the statement is true of you almost always.
Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right answers or wrong answers to these statements. Please work as quickly as you can individually, and try to finish it within five minutes.

1. I can manage to solve difficult problems if I try hard enough.	4	3	2	1
2. If someone opposes me, I can find the ways to get what I want.	4	3	2	1
3. It is easy for me to stick to my aims and accomplish my goals.	4	3	2	1
4. I am confident I could deal efficiently with unexpected events.	4	3	2	1
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	4	3	2	1
6. I can solve most problems if I invest the necessary effort.	4	3	2	1

7. I can remain calm when facing difficulties because I can rely on my coping abilities.	4	3	2	1
8. When I am confronted with a problem, I can find solutions.	4	3	2	1
9. If I am in trouble, I can usually think of a solution.	4	3	2	1
10. I can usually handle whatever comes my way.	4	3	2	1

Questionnaire Part 3: Self-Efficacy in English Study

2009 English learning Self-efficacy

http://www.zhijizhibi.com/questionnaire/210521239

Directions (Part 2 &Part3)

Part 2 is a form of SELF-EFFICACY IN ENGLISH STUDY is for students to measure their self-efficacy in their English study. You will find statements about how you view your self-efficacy in your English study. Please read each statement. On the separate worksheet, write the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

Part 3 is a form of STUDENTS' PERCEPTIONS TOWARDS THEIR TEACHERS' INSTRUCTIONAL PRACTICES is for students to express their perceptions towards their teachers' instructional practice. You will find statements about how you view your teacher's instructional practices. Please read each statement. On the separate worksheet, write the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS

1. Completely not true
2. Basically not true
3. Not sure
4. Basically true
5. Completely true

COMPLETELY NOT TRUE means that the statement is very rarely true of you.

BASICALLY NOT TRUE means that the statement is true less than half of the time.

NOT SURE means that you are not certain that if the statement is true or not true to you.

Basically TRUE means that the statement is true more than half of the time.

COMPLETELY TRUE means that the statement is true of you almost always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right answers or wrong answers to these statements. Work as quickly as you can individually, and try to finish

Part 2 within 5 minutes, and Part 3 within 10 minutes.

1. English is easy for me.	5	4	3	2	1
2. I am sure I have to capability to study English well.	5	4	3	2	1
3. When I meet difficulties, I usually give up.	5	4	3	2	1
4. It is easy for me to get good scores in English examinations.	5	4	3	2	1
5. When I meet difficulties, I can find a good solution.	5	4	3	2	1
6. I think I can study oral English well.	5	4	3	2	1
7. The failure will only induce me to study harder.	5	4	3	2	1
8. I will achieve the same accomplishment as good students in class if I study hard.	5	4	3	2	1
9. I have difficulties when I want to master some knowledge.	5	4	3	2	1
10. I can overcome most difficulties in learning English.	5	4	3	2	1
11. Sometimes, the question is easy for me, but hard for others.	5	4	3	2	1
12. The failure in English study will puzzle me for a long time.	5	4	3	2	1
13. I think my English is good compared with other students'	5	4	3	2	1
14. I never give up when meeting with troubles.	5	4	3	2	1
15. I can answer the questions my English teacher asks even though other students cannot do it.	5	4	3	2	1
16. I believe I can reach my goal so long as I study hard.	5	4	3	2	1
17. I have the ability to deal with the most troubles in English.	5	4	3	2	1
18. I like challenging tasks, because I can succeed in challenge.	5	4	3	2	1
19. No matter how big the trouble is, I can solve it if I try.	5	4	3	2	1
20. The more difficult the task is, the harder I study.	5	4	3	2	1
21. I can solve the most problems in study if I study hard.	5	4	3	2	1

问卷调查 第二部分

一般自我功效衡量标准

Schwarzer & Matthias, 1995

用法指南

此自我功效调查表是用来衡量学生再处理一般问题时的自我功效。请仔细阅读。根据你的具体情况，请在另一张纸上写下1,2,3，或者4，以此反应出这些选项对你的真实性。

1.完全不正确

2.尚算正确

3.多数正确

4.完全正确

完全不正确的意思是这个陈述对你来说，一点都不正确。

尚算正确意思是这个陈述对你来说，正确率在百分之五十以下。

多数正确的意思是，这个陈述对你来说，正确率在百分之五十以上。

完全正确的意思是，这个陈述对你来说，几乎百分之百正确。

根据你的情况选择能正确描述你的情况的陈述选项。不要回答你认为你应该怎么做，或者别人应该怎做。这些陈述选项没有对或者错。请在五分钟内独立完成本问卷调查。

1. 如果我尽力去做的话，我总是能够解决难题的。	4	3	2	1
2. 即使别人反对我，我仍有办法取得我想要的。	4	3	2	1
3. 对于我来说，坚持理想和达成目标是轻而易举的。	4	3	2	1
4. 我自信我有能力有效地处理突如其来的事情。	4	3	2	1
5. 以我的才智，我知道如何应付意料之外的情况。	4	3	2	1
6. 如果我付出必要的努力，我一定能解决大多数的难题。	4	3	2	1
7. 我能冷静地面对困难，因为我信赖我处理问题的能力。	4	3	2	1
8. 面对一个难题时，我通常能找到几个解决办法。	4	3	2	1

9. 有麻烦的时候，我通常能找到一些解决方法。	4	3	2	1
10.无论什么事情发生在我身上，我都能应付自如。	4	3	2	1

问卷调查 第三部分

英语学习自我功效调查问卷

选自2009 英语学习功效测试

http://www.zhijizhibi.com/questionnaire/210521239

用法指南

此英语学习自我功效调查问卷是用来衡量学生再英语学习中的自我功效。请仔细阅读。根据你的具体情况，请在另一张纸上写下1,2,3，4或者5，以此反应出这些选项对你的真实性。

1.完全不正确

2.尚算正确

3.不确信

4.多数正确

5.完全正确

完全不正确的意思是这个陈述对你来说，一点都不正确。

尚算正确意思是这个陈述对你来说，正确率在百分之五十以下。

不确信的意思是，你不可定这个陈述对你来说是正确还是不正确。

多数正确的意思是，这个陈述对你来说，正确率在百分之五十以上。

完全正确的意思是，这个陈述对你来说，几乎百分之百正确。

根据你的情况选择能正确描述你的情况的陈述选项。不要回答你认为你应该怎么做，或者别人应该怎做。这些陈述选项没有对或者错。请在五分钟内独立完成本问卷调查。

英语学习效率调查问卷

1.英语对于我来说很简单。	1	2	3	4	5
2.我确信我有能力把英语学好。	1	2	3	4	5
3.当我遇到困难的时候，我经常放弃。	1	2	3	4	5
4.对于我来说，在英语考试中取得好成绩并不难。	1	2	3	4	5
5.当我在英语学习中遇到困难的时候，我能找到接解	1	2	3	4	5

决困难的办法。					
6.我认为我能把英语口语学习好。	1	2	3	4	5
7.学习英语中遇到的挫折，只会让我更加努力学习。	1	2	3	4	5
8.如果我努力学习，我的学习成绩就能和班里的好学生的成绩一样好。	1	2	3	4	5
9.当我想去学习并掌握新的知识的时候，我总是会遇到困难。	1	2	3	4	5
10.我能克服大多数在英语学习中遇到的困难。	1	2	3	4	5
11.有的时候，有些问题对于我来说，很简单，但是对于别的学生来说却很难。	1	2	3	4	5
12.英语学习中遇到的挫折会让我感到困惑很长时间。	1	2	3	4	5
13. 相比而言，我认为我的英语比其他学生的英语要更好。	1	2	3	4	5
14.当我遇到困难的时候，我绝不会放弃。	1	2	3	4	5
15.我能回答其他同学所不能回答的英语老师提问的问题。	1	2	3	4	5
16.我相信只要我努力学习，我就能实现我的目标。	1	2	3	4	5
17.我没有能力去处理在英语学习中遇到的大多数问题。	1	2	3	4	5
18. 我喜欢具有挑战性的任务，因为我相信我能成功应付挑战。	1	2	3	4	5
19.在英语学习中，不管我遇到多大多的困难，只要我去尝试，我就能解决	1	2	3	4	5
20.任务越艰巨，我的兴趣越浓厚，我就会越努力学习。	1	2	3	4	5
21.有的时候，我英语考试没有考好，我就想放弃英	1	2	3	4	5

语。

22.我相信只要我努力学习，我就能解决英语学习中的大部分问题。 1 2 3 4 5

APPENDIX C
INTERVIEW QUESTIONS FOR STUDENTS

1. Do you like your English class? Why?
2. Do you like learning English grammar? Why?
3. Does your English teacher teach you a lot of grammar in class?
4. Do you think it is necessary and important for your teacher to teach grammar?
5. Does your English teacher teach you pronunciation? How often does he or she do so?
6. Do you think it is necessary and important for your teacher to teach pronunciation?
7. Do you like learning to speak English for communication?
8. Does your English teacher focus on communication in teaching?
9. Do you think it is necessary and important for your teacher to teach English for communication?7
10. Does your teacher often spend most of the time lecturing in class? Do you like that?
11. Does your teacher use a lot of sentence drills in class? Do you think it is useful to learn English in this way?
12. Does your teacher often use games, music, films, videos or other activities to help you communicate in English? What do you think of this?

13. Does your teacher often use pair work, group work, or role play to help you study English? What do you think of this?
14. Does your teacher often correct your mistakes or not in class? Do you think it is appropriate for the teacher to do so?

APPENDIX D
INTEVIEWS QUESTIONS FOR TEACHERS

1. Could you please briefly introduce how you teach English in your class?
2. Do you think it is necessary and important to teach students grammar? Why?
3. Do you think it is necessary and important to teach students pronunciation? Why?
4. Does your teaching focus on grammar and translation?
5. Does your teaching focus on communication?
6. Do you spend most of the time lecturing in your class?
7. Do you use a lot of sentence drills in your class?
8. Do you often use games, music, movies, or other activities to help you teach English?
9. Do you often use pair work, group work, or role-plays to help you teach English?
10. Do you often correct students' mistakes in your class?
11. Do you often give feedback to your students?
12. In general, how do you assess your teaching in your class?

APPENDIX E
CLASSROOM OBSERVATION GUIDELINE

A Made-to-Order Form for Instructional Observation

(Peer Version)

ORGANIZATION

- ❑ Begins class on time in an orderly, organized fashion
- ❑ Previews lecture/discussion content
- ❑ Clearly states the goal or objective for the period
- ❑ Reviews prior class material to prepare students for the content to be covered
- ❑ Provides internal summaries and transitions
- ❑ Does not digress often from the main topic
- ❑ Summarizes and distills main points at the end of class
- ❑ Appears well-prepared for class

PRESENTATION

- ❑ Incorporates various instructional supports like slides, films, diagrams, etc.
- ❑ Uses instructional support effectively
- ❑ Responds to changes n student attentiveness
- ❑ Uses a variety of spaces in the classroom from which to present material (i.e., does not “hide” behind the podium)
- ❑ Blackboard writing is large and legible
- ❑ Speech fillers, (for example, “OK, ahm”) are not distracting
- ❑ Speaks audibly and clearly
- ❑ Uses gestures to enhance meaning and not to release nervous tension (repetitive gestures tend to do the latter)
- ❑ Communicates a sense of enthusiasm and excitement toward the content

- ❑ Use of humor is positive and appropriate
- ❑ Presentation style facilitates note-taking
- ❑ Speech is neither too formal not too casual
- ❑ Establishes and maintains eye contact with students
- ❑ Talks to the students, not the board or windows
- ❑ Varies the pace to keep students alert
- ❑ Selects teaching methods appropriate for the content

RAPPORT

- ❑ Praises students for contributions that deserve commendation
- ❑ Solicits student feedback
- ❑ Requires student thought and participation
- ❑ Responds constructively to student opinions
- ❑ Knows and uses student names
- ❑ Does not deprecate student ignorance or misunderstanding
- ❑ Responds to students as individuals
- ❑ Treats class members equitably
- ❑ Listens carefully to student comments and questions
- ❑ Tailors the course to help many kinds of students
- ❑ Recognizes when students do not understand
- ❑ Encourages mutual respect among students
- ❑ Credibility and control
- ❑ Responds to distractions effectively yet constructively
- ❑ Uses authority in classroom to create an environment conducive to learning
- ❑ Speaks about course content with confidence and authority
- ❑ Is able to admit error and/or insufficient knowledge
- ❑ Respects constructive criticism

CONTENT

- ❑ Includes illustrations
- ❑ Selects examples relevant to student experiences and course content
- ❑ Integrates text material into class presentations
- ❑ Relates current course content to what's gone before and will come after
- ❑ Relates current course content to students' general education
- ❑ Makes course content relevant with references to "real world" applications
- ❑ Presents views other than own when appropriate
- ❑ Seeks to apply theory to problem-solving
- ❑ Explicitly states relationships among various topics and facts/theory
- ❑ Explains difficult terms, concepts, or problems in more than one way
- ❑ Presents background of ideas and concepts
- ❑ Presents pertinent facts and concepts from related fields
- ❑ Presents up-to-date developments in the field
- ❑ Relates assignments to course content
- ❑ Clearly organizes assignments
- ❑ Carefully explains assignments

INTERACTION

- ❑ Encourages student questions, involvement, and debate
- ❑ Answers student questions clearly and directly
- ❑ Uses rhetorical questions to gain student attention
- ❑ Gives students enough time to respond to questions
- ❑ Refrains from answering own questions
- ❑ Responds to wrong answers constructively
- ❑ Allows ample time for questions
- ❑ Encourages students to respond to each other's questions

- ❑ Encourages students to answer difficult questions be providing cues and encouragement
- ❑ Allows relevant student discussion to proceed uninterrupted
- ❑ Presents challenging questions to stimulate discussion
- ❑ Respects diverse points of view

ACTIVE LEARNING (LABS, PE ACTIVITIES, ETC.)

- ❑ Clearly explains directions or procedures
- ❑ Clearly explains the goal of the activity
- ❑ Has readily available materials and equipment necessary to complete the activity
- ❑ Allows opportunity for individual expression
- ❑ Provides practice time
- ❑ Gives prompt attention to individual problems
- ❑ Provides individuals constructive verbal feedback
- ❑ Careful safety supervision is obvious
- ❑ Allows sufficient time for completion
- ❑ Provides enough demonstrations
- ❑ Demonstrations are clearly visible to all students
- ❑ If the discovery method is employed, schedules time for discussion of results
- ❑ Required skills are not beyond reasonable expectations for the course and/or students
- ❑ Provides opportunities for dialogue about the activity with peers and/or the instructor
- ❑ Allocates sufficient clean-up time within the class session

APPENDIX F
STUDENT INTERVIEW TRANSCRIPTIONS

Tape script A

Interviewee: Student A Interview Date: 5 December 2012 Time: 12 minutes

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Dong: Thank you very much for your time! I really appreciate your kind help!

A: You are welcome!

Dong: OK. Now let's start our interview. Do you like your English class?

A: Yes, I like it very much. This is because in our English class, the teacher will explain the text in detail first, you can ask anything you do not know about the text, and the teacher will always help us to explain it. He also asks students to read the text, and correct your mistakes in pronunciation. About the new words in the text, he explains the meaning of words, and teaches us how to use the new words to make sentences. The method is useful.

Dong: Do you like learning English grammar?

A: I do not like the grammar, but I have to study it. It is a compulsory course.

Dong: Does your English teacher teach you a lot of grammar in class?

A: Every teacher will teach us some grammar related to the text, but we have a compulsory grammar course. In this course, we will learn grammar in detail. In other classes, the teachers just explain some grammar points when they translate and explain the text.

Dong: Do you think it is necessary and important for your teacher to teach grammar?

A: I think it is important for us to learn grammar, because grammar is often tested in the examinations. We study grammar for the examinations to a large extent. We do not pay much attention to the grammar in oral English as long as we can understand each other.

Dong: Does your English teacher teach you pronunciation?

A: Yes . We had pronunciation class when we were the freshmen.

Dong: Do you think it is necessary and important for your teacher to teach pronunciation?

A: Yes, of course. I think pronunciation is very important for us. You know, if you cannot speak English correctly, other people will not understand us. Every English teacher here corrects our pronunciation mistakes in their classes.

Dong: Do you like learning to speak English for communication?

A: Yes, I do. I think to learn English is to learn to communicate in English. English is a language, and its value is reflected in communication. The examination is a very small part in our English study. The more important thing is that we learn to communicate with others in English. We can exchange our ideas and feelings with other people through communication. My current problem is that I do not have enough vocabulary to speak English well

Dong: Does your English teacher focus on communication in teaching?

A: Some teacher focuses on communication, and some teachers do not. It depends on the subjects they teach. For example, in our oral English class, our teacher tries to help us to communicate in English. However, in College English class, our teacher has to explain the text to us, she does not focus on communication. She spends much of the time lecturing in the class. If we have questions, we can ask her.

Dong: Do you think it is necessary and important for your teacher to teach English for communication?

A: Yes, I think so. I think communication is important. We want to speak English to exchange our ideas and feelings with foreign friends. So we should try to learn to communicate in English. Besides, if we can speak English well, it will be easier for us to find a good job after we graduate.

Dong: Does your teacher often spend most of the time lecturing in class?

A: Like I said just now, it depends on the subjects we study. In College English class, the teacher really spends a lot of time lecturing, because

she has to explain the meaning of the text to us, and prepare us for examinations. I do not mind that. However, if she keeps doing this in the whole class, it will be very tiring for both the teacher and the students.

Dong: Does your teacher use a lot of sentence drills in class?

A: No, our teacher seldom use sentence drills in our class. When I was a middle school student, my English teacher used sentence drills a lot to help us to get familiar with sentence structures, and it was useful for us to learn English in that way. But now, I am a college student, I do not need sentence drills to learn English any more.

Dong: Does your teacher often use games, music, films, videos or other activities to help you communicate in English? What do you think of this?

A: Hmm, sometimes, our teacher uses music or films to start their class. It is interesting, because I like to listen to music and watch movies. By doing so, we can practice listening and speaking as well. Sometimes, our teacher also uses dramas to help us communicate in English. Our teacher seldom uses games in the class. These activities can make the class learning atmosphere active and lively. I like them very much.

Dong: Does your teacher often use pair work, group work, or role play to help you study English?

A: Yes, our teacher uses pair work and role play a lot to help us study English. I think it is useful, because by doing so, we can have more opportunity to use English. It can also make me more interested in English.

Dong: Dong: Does your teacher often correct your mistakes or not in class?

A: Yes, they also correct our mistakes, especially in pronunciation. When we make mistakes in doing assignments, the teacher will also correct our mistakes. I think it is important to do so. This is because we need to speak English clearly. We also need to take examinations. It is natural for us to make mistakes in doing exercise, but we do not want to make mistakes in the examinations. After the teacher corrects our mistakes, we know our mistakes, and we will correct mistakes. Therefore, we are happy that our teachers can help us correct our mistakes.

Tape script B

Interviewee: Student B Interview Date: 5 December 2012 Time: 15 minutes

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Dong: Thank you very much for coming to my interview! I really appreciate it!

B: No problem!

Dong: OK. Let's start the interview now. Do you like your English class?

B: Yes, I like my English class very much! For example, I like reading class best, like Toby's class. You know, he is a foreigner. I can chat with him as much as I can. It is very interesting.

Dong: Do you like learning English grammar?

B: Grammar is OK. Yes, grammar is necessary in our country to learn. In foreign country, it is not necessary to learn. I agree with Mr. Michael, my oral English teacher. English is a language to speak, to use, to communicate with each other. So I do not think it is necessary to learn. But I like to learn grammar.

Dong: Does your English teacher teach you a lot of grammar in class?

B: We have a special class to learn English grammar. This is good. We have two grammar classes every week. When I was freshman, I took the grammar twice a week. I did not like it, because I failed in the examination. This is because I was always absent in the class

Dong: Do you think it is necessary and important for your teacher to teach grammar

B: Hmm, I don't think so. I can learn it by myself. There are lots of English books in my dormitory, I can read them by myself. But in the grammar, I just did other things. I did not listen to the teacher.

Dong: Does your English teacher teach you pronunciation?

B: Yes, of course. When I was freshman, we had a pronunciation classes for one year. But I didn't learn it well, because I liked to hang out a lot when I was freshman. I missed a lot of classes

Dong: Do you think it is necessary and important for your teacher to teach pronunciation?

B: Yes, of course. Just like I said, English is a language to chat with other

people; you have to pay attention to your pronunciation to make yourself understood. If not, when you say a word, other people do not understand, it means nothing. It is useless. Pronunciation is very important to me. You know, I like speaking English.

Dong: Do you like learning to speak English for communication

B: Of course! I like speaking English. I also speak English with other people. When people ask me how I study English, I tell them, first you should be interested in English. Second you should find something to talk about.

Dong: Does your English teacher focus on communication in teaching?

B: No. We just obey. We just listen. My teacher always keeps talking, talking and talking. We just keep listening. I only love Toby's reading course. He is foreigner, so he always speaks English to us, and I like speaking English to him. Yes.

Dong: Do you think it is necessary and important for your teacher to teach English for communication?

B: Yes, I think it is important and necessary for us to speak English. For example, EANlIC Class and EANLIC Night are for us to improve our oral English.

Dong: Does your teacher often spend most of the time lecturing in class?

B: Always, always, they always speak. We just keep listening. We hate that, you know. If they give us some chances to talk, it is very good!

Dong: Does your teacher use a lot of sentence drills in class?

B: Hmm, sometimes, sometimes, not so often. It is useful for us to pass the examination. It is not useful for us to improve speaking English. If want to improve our English, we should try to speak, try to read, try to repeat, try to read some dialogues and watch some English movies. It is better this way.

Dong: Does your teacher often use games, music, films, videos or other activities to help you
communicate in English?

B: Hmm, well, let me see. Last term, a teacher called He Gengzhi taught us English. He taught us reading. After he finished his job, he often gave

some time to have fun. We watched movies, listened to music. We had fun. But this term, no, no teachers use games to teach us. But one teacher, Duan siai, she teaches us listening. Before the class, she always plays one song for us to listen. Maybe it is a way to remind us it is time for class. In listening classes, we always listen to music. I like it.

Dong: Does your teacher often use pair work, group work, or role play to help you study English?

B: Of course, in Toby's class, and, let me see, EANLIC class, and He Jianying's class. All the three teachers pair work, group work, and role play. Role play is not so often. Other teachers don't do these. I don't like these. I like do it by myself, but I think it is useful. You can exchange different ideas between different groups.

Dong: Does your teacher often correct your mistakes or not in class?

B: I have few chances to make mistakes, because I just do things by myself, and keep listening. I never answer questions. I think it is OK for teachers to correct our mistakes. It is a good way to help me to learn. Mistakes will help me improve myself. I can learn from mistakes. It is very useful, yes!

Tape Script C

Interviewee: Student C Interview Date: 5 December 2012 Time: 13 minutes

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Dong: Thank you very much for coming to my interview! I appreciate your kind help

C: You are welcome! It is my pleasure!

Dong: Great! Now, Shall we start the interview, OK? Do you like your English class

C: Well, I think I like my English class. But there must be something wrong with thelearning atmosphere, because my classmates are not so active in my class. But I like my class. Most of my classmates do not like grammar classes. The grammar classes are very boring. The teacher also just read the textbook from beginning to end, without summarizing important grammar points. It is really boring. No one likes it. As for other classes, for example, College English, Listening, and Speaking classes, I am very interested in other classes. For example, I like my teacher who teaches me listening very much. I am also afraid of her as well, because she is very strict in the class. She teaches us very well, so I like her very much, too. So, apart from the grammar class, other classes are all right.

Dong: Do you like learning English grammar?

C: I did not learn too much from the grammar class, maybe it is because I did not listen to the teacher carefully in the class. It is not that I do not like the grammar. It is more like that the grammar classes are so boring. Like I mentioned, the teacher just reads the textbook. We can understand the textbook as well. She does not need to read it for us. We all feel bored. We just do things we want to do in the grammar class

Dong: Does your English teacher teach you a lot of grammar in class?

C: When I was freshman, we had grammar course for one year. Other teachers do not teach us grammar too often.

Dong: Do you think it is necessary and important for your teacher to teach grammar?

C: I think it is very necessary for the teacher to teach us grammar, but she

needs to change her teaching style. We want to learn grammar well, because when we want to make sentence, we need to have grammar knowledge to connect different words together. Without grammar, we will make a mess, or Chinglish sentences. Grammar can help us make correct sentences, and help us to communicate with other people

Dong: Does your English teacher teach you pronunciation?

C: We also had pronunciation classes when I was the first student. We learned a lot of knowledge about pronunciation. Other teachers now do not focus on pronunciation. Only we make mistakes, they will correct our mistakes. But they do not do like what the teacher who taught us pronunciation did for us. The teacher who taught us pronunciation paid much more attention to our pronunciation.

Dong: Do you like learning to speak English for communication?

C: Yes, I think so. I think it is very important for us to use English to communicate with each other. However, we do not have the atmosphere or environment to use English. We never speak English with each other after class. We do not have many opportunities to use English to communicate with each other.

Dong: Does your English teacher focus on communication in teaching?

C: Some teachers do, some don't. It depends on the subject they teach.

Dong: Do you think it is necessary and important for your teacher to teach English for communication?

C: I think communication is very important. We should try to communicate with other people. Our teacher often tells us that we should try to communicate with students from other classes, because there is information gap between students in our class and students from other classes. If we only communicate with our friends, or with people we know well, it will be not so useful to communicate, because there is no much information for us to get from people we know too well. Although examinations are important, English is a language we use to communicate, to exchange our minds. I think this is more important, and meaningful to use English to communicate with other people.

Dong: Does your teacher often spend most of the time lecturing in class?

C: It deepens on the subject. For example, in our College English class, first, our teacher explains and translates the text for us. Then she chooses some important sentences to explain, and asks us to have discussions about the sentences. Sometimes, she asks us to discuss some interesting questions and topics. By doing so, she also helps us to communicate in English, and I think it is important to do so. She does not spend much time lecturing. As for other classes, our teachers also try to focus on helping students to communicate. It all depends on the type of the class.

Dong: Does your teacher use a lot of sentence drills in class?

C: No, they seldom use sentence drills in the class. I think if we pay attention to the teaching, it will be useful. If we do not listen to the teacher, it will not be useful.

Dong: Does your teacher often use games, music, films, videos or other activities to help you communicate in English?

C: Yes, especially movies. When our teacher finishes teaching, and we still have time. Our teach will then play movies in the class for us, because she thinks it is better for us to watch English movies to learn English than to do something else. Few teachers uses games in the class. But our teacher who teaches us listening often play music for us in the class. I like listening to music, and I think it is a good way to practice listening as well. I like games, too, because the games can help us get involved, and help relax in the class. But we don't do this often, because we don't have enough time.

Dong: Does your teacher often use pair work, group work, or role play to help you study English?

C: Yes, they do, especially in oral English class, our teacher uses pair work, group work and role play a lot to help us speak English. I like it very much. This is because for example, when I do the role play, I have to come to the front of the class, and face other students. This can help me become more brave and confident. It is a good chance for me to open my mouth to speak English

Dong: Dong: Does your teacher often correct your mistakes or not in class?

C: Yes, when we read some words wrong, or when we don’t know how to read some words, the teacher will help us to correct the mistakes and overcome difficulties. I think it is appropriate for teachers to do so. This is because when the teacher correct the mistakes immediately, we can remember the mistakes and will not make such mistakes easily again. If our teachers correct our mistakes after class, we may forget the mistakes we made in class, so it is useless, we cannot make progress. Therefore, I prefer my mistakes to be corrected immediately after I make the mistakes. I do not think it is shameful to me.

Tape Script D

Interviewee: Student D Interview Date: 5 December 2012 Time: 13 minutes

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Dong: Thank you for coming to my interview very much!

D: You are welcome!

Dong: OK, shall we start the interview now?

D: Sure!

Dong: Thank you very much! Do you like your English class?

D: Yes, I do. I think the classroom atmosphere in my class in very lively, and my classmates are also very active. The whole teaching process goes well, and we can learn a lot of useful knowledge from our teachers. Besides, all the teachers are qualified, and they use different methods to arise our interest to study English. For example, when they introduce their teaching, they often use some short movies to make the introduction interesting and attractive. They also divide us into small groups so that we can discuss and learn from each other.

Dong: Do you like learning English grammar?

D: I personally do not like English grammar. I think the knowledge in the text is too boring. Although I know it is important to learn grammar, I just do not want to learn it.

Dong: Does your English teacher teach you a lot of grammar in class?

D: We had grammar classes when we were the first students. We learned for the whole year. In other classes, the grammar is not the focus. Teachers just explain some grammar points that related to the text.

Dong: Do you think it is necessary and important for your teacher to teach grammar?

D: I do not think it is necessary for the teacher to teach grammar. This is because every subject we learn is based on grammar, if we only focus on the grammar, it will turn out to be boring for us.

Dong: Does your English teacher teach you pronunciation?

D: Yes, we also had one year's pronunciation classes when we were the freshmen. As for other classes, teachers do not focus on pronunciation.

However, when we have our oral English class, the teacher also helps us correct the mistakes in pronunciation.

Dong: Do you think it is necessary and important for your teacher to teach pronunciation?

D: Yes, I think so. In my understanding, when we study English, we need to learn not only how to read and write. The more important thing is that we should learn to speak English with other people, and make other people understand you, because English is a language for communication

Dong: Do you like learning to speak English for communication?

D: Well, I'd like to study English for communication. However, for me, the main purpose to study English is for examinations. This is the most important thing for me.

Dong: Does your English teacher focus on communication in teaching?

D: Yes, our teachers do focus on helping us to communicate with each other in English, but they also help to pass the examinations. After all, we do not want to fail in the examinations.

Dong: Do you think it is necessary and important for your teacher to teach English for communication?

D: Yes, I think so. I think a language should be used to communicate. We should try to speak English to exchange our ideas with other students.

Dong: Does your teacher often spend most of the time lecturing in class?

Dong: Yes, most of the teachers spend most of their time lecturing in the class, except the ENLIC class, the oral English class. When we have questions, we can get together to have a discussion with other classmates. Apart from this, we just keep listening. I think it is better if they can give us more opportunities to open our mouths to speak English, because nowadays, to communicate in English is very important. We don't want to learn the dull and rigid knowledge in the textbook.

Dong: Does your teacher use a lot of sentence drills in class?

D: No, they don't use it very often. I think the teacher just needs to give us one example, and that's enough. The teacher should train us the ability to infer other examples from one example. This is more important.

Dong: Does your teacher often use games, music, films, videos or other activities to help you communicate in English?

D: We often have activities like this. They use games, music, and movies. This is good for us, because the teachers use different techniques to develop students' different skills in listening, speaking, reading, and writing.

Dong: Does your teacher often use pair work, group work, or role play to help you study English?

D: Yes, they use these activities from time to time. I like this, because these activities can make the classroom atmosphere more lively and active. They can also help to promote students' interest to study English.

Dong: Does your teacher often correct your mistakes or not in class?

D: Yes, they often do so. For example, they often correct our oral mistakes when we finish speaking. I think it is all right for the teachers to correct the mistakes immediately, because we will have a deep impression toward our mistakes, and will not make the same mistakes easily again.

Tape Script E

Interviewee: Student E Interview Date: 5 December 2012 Time: 13 minutes

Dong: Thank you very much for coming to my interview! Thank you for your help!

E You are welcome!

Dong: OK. Let's start the interview now, shall we?

E OK.

Dong: Do you like your English class?

E: I like my oral English classes only. This is because there are a lot of activities in the oral English class. For example, we can do the teaching practice in oral English classes. We also have dramas, debates, storytelling, English party every Thursday evening. This is the most interesting class. Other classes are OK. However, I do not like grammar course, it is kind of boring

Dong: Do you like learning English grammar?

E: I sometimes feel sleepy in the grammar class, but I know it is important for me to study grammar. I think it is widely used in English, and it is easy for me to pass the examination if I can master the grammar rules.

Dong: Does your English teacher teach you a lot of grammar in class?

E: We studied grammar rules for a year when we were the first year students. Other teachers do not focus on grammar. They only explain some grammar rules rich are related to the specific subjects.

Dong: Do you think it is necessary and important for your teacher to teach grammar?

E: I think it is important to do so. This is because grammar is widely used in listening, speaking, reading and writing. It is the foundation for us to study English.

Dong: Does your English teacher teach you pronunciation?

E: When we were the first students, we had one year's study on pronunciation. Now other teachers do not focus on it. But when we pronounce a word in a wrong way, our teachers will always help us correct

our mistakes in pronunciation.

Dong: Do you think it is necessary and important for your teacher to teach pronunciation?

E: Yes, I think so. This is because we need to speak English clearly and let other people understand us. Otherwise, it is no use studying English.

Dong: Do you like learning to speak English for communication?

E: Yes, of course. We must learn to speak English. To learn a language is to communicate in that language. I like speaking English with my classmates.

Dong: Does your English teacher focus on communication in teaching?

E: It seems to me that after I come to the college, the focus is on speaking. When I was in high school, the focus was on reading and writing

Dong: Do you think it is necessary and important for your teacher to teach English for communication?

E: Yes. I think so. This is because my main purpose to study English is to learn to speak English. Of course, I should also study listening, reading and writing. But I think communication is more important.

Dong: Does your teacher often spend most of the time lecturing in class?

E: Different subjects have different style of teaching. For example, in oral English class, students play more important roles. We can do the teaching practice by ourselves, and on Thursday night, we have English party. We are all required to speak English. It is a student-centered method. As for other classes, teachers play more important role. They spend a lot of time lecturing. We only have the chance to speak English when we do the exercise. I don't like this. This is because I can learn nothing. I think the teacher should allow us to practice what we have learned. This is more useful.

Dong: Does your teacher use a lot of sentence drills in class?

E: No, not so often. When I was in high school, our teacher used sentence drills a lot. It can help us to remember some sentence structures.

Dong: Does your teacher often use games, music, films, videos or other activities to help you communicate in English?

E: Yes. Most of the teachers use them to teach English. I like them very

much. For example, I like watching movies very much. Our teachers often use movies to help us learn original English. However, the time is not enough. Our teacher has to cut a movie into small pieces sometimes. It is a shame. I wish we could have more time to watch movies in class

Dong: Does your teacher often use pair work, group work, or role play to help you study English?

E: When we just came here as the freshmen, most of us were afraid of opening our mouths to speak, but our teacher asked us to do the role plays group by group. Now we are more confident in speaking English. These activities really help us a lot. I like them very much!

Dong: Does your teacher often correct your mistakes or not in class?

E: Yes. They often correct our mistakes in class. I felt shameful to be corrected at the beginning, but now I don't feel shameful any more. This is because that it can help me to remember my mistakes at once so that I will not make similar mistakes in the future. Now I accept being corrected this way. Now even my classmates often help each other to correct mistakes. This is great, because we can learn from each other's mistakes.

Tape Script F

Interviewee: Student F Interview Date: 5 December 2012 Time: 15 minutes

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Dong: Thank you very much for coming to my interview today!

F: No problem. It is my pleasure.

Dong: OK. Let's start our interview, shall we?

F: No problem.

Dong: Do you like your English class?

F: Yes, I do. This is because foreign languages are very interesting, and I in nature have a very strong interest to study languages. I like to learn English and Korean. I want to go to the US and South Korea in the future. I can learn a lot of things like culture and ways of life in different countries.

Dong: Do you like learning English grammar?

F: I don't like grammar too much. It is very boring.

Dong: Does your English teacher teach you a lot of grammar in class?

F: Only the teacher in grammar class teaches us a lot of grammar. Other teachers do not do this. Other teachers just explain some grammar rules related to the subject matter.

Dong: Do you think it is necessary and important for your teacher to teach grammar?

F: Comparatively speaking, I think grammar is not so important. I think speaking is more important. We can make good use of language sense to make sentences. We do not have to rely on grammar knowledge.

Dong: Does your English teacher teach you pronunciation?

F: Pronunciation is very important. We have pronunciation classes in the first year. Now the teachers in College English class and Oral English class still pay a lot of attention to our pronunciation

Dong: Do you think it is necessary and important for your teacher to teach pronunciation?

F: Yes, I think so. This is because if we want to communicate with others clearly, we need to have a good pronunciation.

Dong: Do you like learning to speak English for communication?

F: Yes, I do. I think the best way to learn a language is to use it. I think communication is the best to use the language

Dong: Does your English teacher focus on communication in teaching?

F: Yes. I think my teacher in the oral English class pay the most attention to helping us communicate in English. This activity today (English Square) is designed to help us communicate in English. The party tonight is also the same.

Dong: Do you think it is necessary and important for your teacher to teach English for communication?

F: Yes, that's right. I think it is really important. I want to learn English to communicate with other people. I don't want to learn too much dull knowledge in the textbook. It is not so useful for me. If I can speak English well, I can find good jobs in the future.

Dong: Does your teacher often spend most of the time lecturing in class?

F: No, I don't think so. I think all the teachers focus on students. They do not lecture too much in class. They often give us some time to do activities. I like this. This is because it is not good for the teachers to spend much time lecturing. Students should spend more time to understand, to digest what the teacher has taught. Otherwise, we will learn nothing.

Dong: Does your teacher use a lot of sentence drills in class?

F: Only the teacher who taught us grammar used sentence drills in class. Other teachers do not use it very often. It can help me to study English, but it's not very helpful. I don't like it. I prefer making sentences by myself. The teacher just needs to give one example, and that's enough.

Dong: Does your teacher often use games, music, films, videos or other activities to help you communicate in English?

F: Yes, especially our teacher who teaches us College English often uses movies in the classroom. I think it is very helpful to us. This is because their pronunciation in the movies is very good, and we can try to imitate them.

Dong: Does your teacher often use pair work, group work, or role play to help you study English?

F: Yes. They do. I like role play best. This is because we have to learn to be creative to make a good role play. It is a good chance to put what I have learned into practice. It can help me improve my oral English as well. Therefore, I like role plays best

Dong: Does your teacher often correct your mistakes?

F: Yes. They often correct our mistakes in pronunciation. When they know we read a word wrong, they will immediately correct the mistakes. I think it is important and all right to do so. This is because if we cannot pronounce the word right, it will be very difficult for us to communicate with other people.

APPENDIX G
TEACHER INTERVIEW TRANSCRPITONS

Tape script A

Interviewee: Teacher A Interview Date: 25 November 2012 Time: 20 minutes

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Dong: Thank you very for coming to the interview! I know you are very busy with your work, and I appreciate your kind help me. Thanks a lot!

A: You are welcome! Glad to help!

Dong: OK. Shall we start the interview now? Could you please briefly introduce how you teach English in your class?

A: The class I am teaching now is Class 1 of 2010 English Education. I have been using the almost same teaching method for this class, and any other class I have ever taught. That is student-centered teaching methodology. I try to teach my students English through communication. That is the way I teach my students. I try to use different ways to teach. First of all, I use student teachers. They can organize the classroom teaching by themselves. I also use noon chat and ENLIC Night on Thursdays to teach oral English. I try to put students first in this way. Students can organize both classroom activities as well as extra curriculum activities. Through this method, students will be able to put themselves first. They will regard themselves as masters or center of the teaching. As a matter of fact, the students are very responsible for their work. I also try to access these student teachers. I try to grade them according how much and how well they prepare for the teaching, how well they work within a group. As a matter of fact, I have forty-two students in my class, and I put them into groups of three, there are fourteen groups all together. Every student has at least one time to be the student teacher in one semester. I try to make

them to believe that they are teachers. When they teach, I sit in the back of the classroom, and try not to disturb their teaching. I try not to correct their mistakes immediately. I try to correct their mistakes after their teaching. I give each group of students recommendation and feedbacks at least for ten minutes each time after they finish teaching. Within the ten minutes, I try to correct their mistakes, give them advice, and share my opinions about their teaching with them. This is how I teach English.

Dong: Hmm, I see. How about grammar? Do you think it is necessary and important to teach students grammar?

A: Well, for the Chinese English learners, I've got to say that learning grammar is necessary. While we are putting emphasis on language acquisition, not language learning, we are trying to focus on the importance of natural ways of learning. Since the environment of using English is very much limited, it is not enough, and there is not enough input for students, we are trying to build up an environment for students to use English as much as possible. Grammar is something that adds to acquisition. Of course, according to Krashen, learning is not necessary. Learning a foreign language is not good. He denies the importance of learning grammar rules, and so on. If we can give students enough chance to have language input, and at the same time, we try to give students some theoretical background, we can speed up students' acquisition of the language. Therefore, I think it is quite necessary to teach students grammar. However, I don't like the idea that everything should start with grammar. We still need give students enough language input to help them develop the sense of foreign language. Then, after they have got some input, you can start to teach them some grammar rules, sentence structure, and so on. Students will have a better understanding of grammar rules later. If we start from the grammar, it is not going to be good at all. For children English learners, they do have to learn grammar at all. However, for students who are going to be English teachers, it is necessary for them to learn grammar well.

Dong: Do you think it is necessary and important to teach students ronunciation?

A: Yes, I think it is of vital importance to teach them good pronunciation. I do focus a lot on students' pronunciation. I often try to listen to their pronunciation, and find out some typical pronunciation problems. I try to listen to students from different areas. This is because students from different areas have some kind of pronunciation features. We can put these students together, and try to correct their mistakes. For our students, English is not their mother language. We have many different ways to confuse listeners. We can confuse listeners through grammar, idioms, pronunciation, and so on. You never know why native English speakers do not understand us. So we need to clear the obstacles for understanding and communication. Of course, wrong pronunciation is the No 1 obstacle to be cleared away. After all, language is for communication first, so we need to get ourselves understood first.

Nowadays, many students can achieve high scores in English examinations, but they cannot communicate with other people, and they cannot speak English clearly to make themselves understood. SO I wonder what is the point to study English?.

Dong: Do you spend most of the time lecturing in your class?

A: I used to do so, but I don't do it now. Many years ago, I really focused a lot giving students lecture, telling them how to use words, how to make sentences, and so on. I spent a lot of time doing that sort of things. Then I came to realize that was not the way I should teach English. If a teacher spends too much time lecturing in the class, it means that the teacher deprives students' right of using the language. We should give students every possible chance to build up their language using ability.

Dong: Do you use a lot of sentence drills in your class?

A: Now I teach students oral English, and I seldom use sentence drills to teach English. Maybe I am very much influenced by Krashen's theory about language acquisition. Sometimes, I only ask students to make some sentences according to certain sentence patterns.

Dong: Do you often use games, music, movies, or other activities to help you teach English?

A: Oh, yes, these are great for English learning. I encourage my students to watch videos and movies to help them learn English. Those things are very helpful. This is actually useful ways to build up English using environment. These can be comprehensive input for students as well.

Dong: Do you often use pair work, group work, or role-plays to help you teach English?

A: Wow, I use them a lot, and I also encourage my students to use them to study English.

Dong: Do you often correct students' mistakes in your class?

A: Well, it depends students' level. When the students first enter the college, the most important thing for them is to open their mouths and speak English as bravely as they can. At that time, I never correct their mistakes. Then, after one year, when they are second year students, I start to correct their mistakes. This is because if I don't correct their mistakes urgently enough, their mistakes will become fossilized, and I will not have any chance to correct their mistakes, then. So I try my best to correct their mistakes. It can improve students' language accuracy.

Dong: Do you often give feedback to your students?

A: I often give them feedbacks as soon as possible. I feel it is of vital importance to give them feedbacks as soon as possible. I think this is the only way to let students know how well they have done. This will promote students' motivation, and interest.

Dong: In general, how do you assess your classroom instruction in your class?

A: Well, as a whole, my instruction is very effective. My instruction is even more effective when I stay away from the center of the classroom. I mean it is very important to focus on students. As a teacher, teaching knowledge is never the end, or the main purpose. Helping and making students to learn is more important. We need to teach students how to learn by themselves. We need to teach students how to be life-long learning. It is never possible to force the horse to drink. However, if you can make the horse thirsty, and take it to the waterside, then you don't have to do much to make the horse drink. It is the same with the students.

You cannot force them to study English, but you can try to make students want to learn English. All the teacher need to do is to constantly supervise students, guide them in their learning.

Tape Script B

Interviewee: Teacher B Interview Date: 28 November 2012 Time: 15 minutes

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Dong: Frist of all, thank you for your time with me. I really appreciate your kindness to let me interview you.

B: My pleasure.

Dong: So, could you please briefly introduce how you teach English in your class?

B: I think it depends on the subject I teach. For example, this semester, I teach the integrated course, College English. Before my course, I have students pre-view what I am going to teach. Then when I have the lesson, I just need to pick out key points and important grammar to explain. If they have any questions or do not understand what I teach, they can just raise their hands and tell me. We can have discussions together. When I teach conversations, I will first give them some time to prepare, and then they can act out the conversation. I will give them feedback after they finish performing the conversation to help them get improved. For the exercise part, I let them do the exercise first. When they have questions, I can help them solves the questions.

Dong: Ok. Do you think it is necessary and important to teach students grammar?

B: Yes, I think so. This is because we don't have the English environment, and students don't have many opportunities to use English. From my point of view, grammar is just the structure of sentences, so what I can do at least to teach the correct sentence structure so that my students can make correct sentences when they communicate with other people I still think that grammar is still very important to the second language learners. So in my class, I often teach my students grammar to help them build their English foundation. I will also make them do more practice until they get familiar with the grammar I teach.

Dong: Hmm, I see. What about pronunciation? Do you think it is necessary and important to teach students pronunciation?

B: Yes, it is very important. If they cannot pronounce the word well, they

cannot be understood. I also teach them pronunciation in my class as well.

Dong: Does your teaching focus on grammar and translation?

B: Yes, because I teach integrated course, grammar and translation are two parts of my course. I teach them how to translate English into Chinese, and how to translate Chinese into English. By doing so, I can prepare my students with some basic translation skills as well. It will be very useful for them in the future if they want to be translators.

Dong: Do you spend most of the time lecturing in your class?

B: In fact, because of the limited time, I have to spend much time on lecturing. Otherwise, I cannot finish my teaching plan, and my teaching goals. I often ask them to do exercise after class, and I will check how much they have done when they come to my class next time. I don't give them much time in the class to practice or do the oral performance due to the limited time.

Dong: Do you use a lot of sentence drills in your class?

B: No, because I have no time to do so. I have to finish the teaching content, and the exercise. Besides, I do not think sentence drills can help me to finish my job.

Dong: Do you often use games, music, movies, or other activities to help you teach English?

B: Yes, but not so often. It is really because I do not have enough time to do so. You know, games and movies will cost me a lot of time. But they are very helpful, so sometimes, I will assign them to watch some movies after class in their spare time. They have to report to me what they have watched.

Dong: Do you often use pair work, group work, or role-plays to help you teach English?

B: Yes, yes, especially in the first part of my course. The first part of each unit in the textbook is about conversations, so I often use pair work or group work. For the understanding of the passages in the text, I often put them into small groups to have discussions. I think it is a very useful way for students to practice using English.

Dong: Do you often correct students' mistakes in your class?

B: Yes, but not so often. I just do it sometimes. Sometimes, I correct the mistakes immediately in the class, but sometimes, I just note down their mistakes and tell them in the spare time. It depends the types of mistakes. If it is a big mistake, I will correct it immediately. If not, I can just ignore it.

Dong: Do you often give feedback to your students?

B: Yes, I often give feedbacks to them after I finish checking their exercise. I will tell them their weak points, the places where they should improve. But I don't think it is very useful, because even I give them the same feedback several times, they still make the same mistakes. I don't know why. I am very confused with this. But even it is frustrating, I still keep doing so. It is my job.

Dong: In general, how do you assess your teaching in your class?

B: Well, to be honest, I think I have done my best to teach my students English. I plan each of my lesson well before I go to the class. In the class, I try to use all kinds of ways to help my students study English. After class, I assign them to do a lot of exercise in order to help them to get familiar with what I have taught. I check them very often as well. I may not be a good teacher, but I think I am a responsible teacher. I love teaching English, and I will continue to try my best to teach English well in the future. I will help my students to get their dreams. I will exert my effort to help my students.

Tape Script C

Interviewee: Teacher C Interview Date: 20 November 2012 Time: 15 minutes

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Dong: Thank you very much for your time, and thank you for allowing me to interview you!

C: No problem.

Dong: OK. Let's start the interview now. Do you think it is necessary and important to teach students grammar

C: It is important and necessary for teachers to teach grammar to students in this college. This is because that students who come to this college has a weak English foundation, especially in terms of grammar. They have a poor command of English grammar. They have not learned enough of grammar. Maybe they have heard some grammar rules, but they haven't got used to using English according to the grammar. When they make some sentences, or when they write some English sentences, they often write many Chinglish sentences, and let alone spoken English. Therefore, it is important and necessary. But I don't teach them grammar so often, because I teach them oral English and English reading. I don't focus on teaching grammar. However, when I run into some interesting grammar points, for example, the differences of double object construction between Chinese and English, I will also try to arise their interest in grammar. For example, in Chinese, we can say "我吃了他一个苹果", but in English we cannot say "I eat him an apple". So if I run into such interesting grammar points, I will say something about it. I don't focus on grammar, but I try to arise students' consciousness to use grammar in the correct way.

Dong: Do you think it is necessary and important to teach students pronunciation?

C: For students who cannot make himself or herself understood when they read the dialogues or texts, they should learn more about pronunciation, and it is our teachers' job to help them as well. If they have bad pronunciation, and no one can understand them, it will be useless for them

to study English. So I think it is still important and necessary for teaches to teach them correct pronunciation

Dong: Does your teaching focus on grammar and translation?

C: No, I don't focus on grammar and translation, because I don't teach grammar.

Dong: Does your teaching focus on communication?

C: In my class, I of course focus on communication, because I teach oral English.

Dong: Do you spend most of the time lecturing in your class?

C: Well, for the freshmen, if I spend a lot of time helping students practice, they will just keep silence, and it is a waste of time. Although I would like to give them more chances to practice, I feel it is not possible to do so. It depends on the level of the students. When they make progress and can say something, then we need to give them more chances to practice. So at the beginning, I need to help them to have good pronunciation, and help them to use grammar correctly. Then I can give more chances to use the language.

Dong: Do you use a lot of sentence drills in your class?

C: Yes, I think using sentence drills is a good way for them to improve their spoken English, especially at the very beginning. When they try to remember so many sentence patterns or structures, they can improve their English fluency.

Dong: Do you often use games, music, movies, or other activities to help you teach English?

C: To be honest, this point may be a shortage for me. Personally speaking, I am not good at social activities. I am not good sing songs, either. In my class, I never use songs. I prefer to use some humorous stories, and jokes. I sometimes use movies to teach English.

Dong: Do you often use pair work, group work, or role-plays to help you teach English?

C: To be honest, different classes have different patterns of activities. For our formal English class, we may use some pair work, group work, or we can

do some role plays. In the ENLIC party, I will give my students much more freedom to choose activities they like. They can prepare whatever activities they like.

Dong: Do you often correct students' mistakes in your class?

C: It is necessary, and I often do this.

Dong: In general, how do you assess your teaching in your class?

C: I can say sometimes my teaching procedure might be some original, or creative. However, I try my best to prepare for each of my lesson, and try my best to teach my students well. I try to get my students involved in my teaching activities as well. What is more important is that the relationship between the teacher and the students. I have established a harmonious relationship with my students. We get on well with each other. They also put many efforts to learn English with me. Therefore, I am satisfied with my instructional practices.

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APPENDIX H

ClASSROOM OBSERVATION TRANSCRIPTS

Transcript A

Time: 8:00-8:40, Date: December. 2, 2012 Place: Room: 523 Teacher: Ms. He		
Time	Teacher	Students
7:56	The teacher came into the classroom with smile on her face, as usual. She was in an orange coat and brought a brown handbag with her. Then she put her handbag on the teacher's desk, took out her textbook, and turned on the computer.	Students were sitting in the classroom. Some were still having their breakfast, others were chatting with each other.
8:00	The teacher stood in the middle of the class, and began to talk to students with loud voice. T: OK, good morning, boys and girls! It is time for class! T: Sit down, please!	Students all stood up and responded to the teacher loudly as well. Ss: Good morning, teacher! Ss: Thank you!
8:01	The teacher continued to talk to students loudly. T: For this morning's class, first, we are going to check the answers to the translation exercise. Then we will have a word dictation. Finally, we will continue to watch the last part of the movie, *Life of a Salesman*.	

8:03	T: Please turn to page 211. We will try to finish the two translation exercises today. In the first part, there are five translation exercises. Have you already finished them? T: Great! Let's have a look at the key words in each exercise first.	Students turned their textbooks to page 211. Ss: Yes!
8:05	T: No.1昨天半夜我听到脚步声在过道里回荡,心里害怕极了. How do you say 半夜 in English? T: Yes, midnight.	Ss: Midnight.
8:06	T: 然后，过道呢？ T: Hallway, yes, that's right. Hallway.	Ss: Hallway
8:07	T: 然后，回荡？ T: Yes, echo.	Ss: echo
8:07	T: How about 脚步声？ T：Footstep is 脚步,声音我们用sound。所以脚步声就是the sound of footstep.	Ss: footstep
8:08	T: 听到我们用heard. 心里害怕极了呢？ T： yes, 我们也可以用 scared. 非常呢？这个单元里我们学到的非常是terribly.	Ss; frightened.
8:08	T: OK, NO 2. 这些名牌运动鞋保穿十二个月。 How do we say 保穿？	Ss: guarantee.

	T: Yes, guarantee.	
8:09	T How about 名牌运动鞋？ T: Yes, name-brand sports shoes. Good!	Ss: name-brand sports shoes.
8:09	T: No 3, 雪暴使交通运输陷入混乱。他们已经给出了混乱, disorder.雪暴呢？ T: Yes. Snowstorm.	Ss: Snowstorm.
8:10	T: 使。。。陷入? T: Yes, throw…into就是使。。。陷入.Good!	Ss: Throw into.
8:10	T：然后交通呢？ T: Yes, transportation.	Ss: Transportation
	T: No 4,我最近工作压力很大, 我想去海边度假。压力我们用哪个单词呢? T: Yes, that's right. Stress.我们也可以用pressure.工作上我的压力我们用stress.心里上的压力，我们通常用pressure.	Ss: Stress.
	T: 最近我们用哪个单词？ T: lately 和recently都可以。	Ss: Lately
	T:想做某事我们用feel like doing sth.	
	T: 度假呢？ T: Yes, take a vacation. 我们也可以说go on a vacation.	Ss: Take a vacation.
	T: 在海边？	Ss: At the seaside.

	T: Yes, good!	
	T: No 5 住公寓不错，但是有其局限。局限我们已经学过了。是哪个单词呢？ T: Yes, limitation.	Ss: Limitation
8:30	T: 不错我们用all right 就行了。比如说没有雨自家花园。比如说呢？ T: For example。 很简单。	Ss: For example.
8:31	T: OK now let's do the translation exercise. Any volunteers? Come here and write your answers on the blackboard. Any volunteers? Five students is enough.	Silence
	T: OK, please mark your number from 1 to 5 before the translation.	Some students stood up, came to the blackboard with their textbooks in their hands, and began to write the answers on the blackboard.
	The teacher stood by the window, and watched students writing.	Other students were also watching the five students writing. Some of them were talking in a low voice.
		After the five students finished writing, they came back to their seats quickly.
	(After all the students came back to their seats, the teacher walked to the blackboard, pointed at what students had written, and said to students) T: Are you satisfied with your	Ss: No (in a low voice)

	handwriting? Are you satisfied? (in a loud voice) T: No! So, do more practice! (in a loud voice)	
	T: OK, now, let's check the answers.	What students wrote is as follows: 1. I am terribly scared when I heard sound of footsteps echoing around the hallway at midnight yesterday. 2. These name-brand sports shoes are guaranteed for 12 months. 3. The snowstorms made traffic transportation throw into disorder. 4. I have been suffering of stress from work lately. I feel like taking a vacation at the seaside. 5. That's a good idea to living in apartment but it has limitation. For example, you don't have own garden.
	T: Let's look at No 1 first. The teacher circled the word 'am' and said T: 昨天晚上发生的事情，我们应该用past tense,怎么还在用am呢？我们应该把am改成什么？ T: That's right. 我们应该用was. T: I was terribly scared when I heard sound of foot step T: footstep 是一个合成词，我们应该把它们连在一起，不能分开。 正确应该写成footsteps，而	1. I am terribly scared when I heard sound of foot steps echoing around the hallway (at) midnight yesterday. Ss: was. Ss: Yes!

	不是foot steps. Understand? T: 我们应该加一个词at 在midnight之前。 T: So the correct translation should be: I was terribly scared when I heard the sound of footsteps echoing around the hallway at midnight yesterday.	
	T: OK. Let's look at No. 2. These name-brand sports shoes are guaranteed for 12 months (The teacher read the sentence once again)	2. These name-brand sports shoes are guaranteed for 12 months
	T: Very good! 但是我们要注意标点符号。这个句子没有标点符号。标点符号很重要，我们不能忘记书写标点符号。 (The teacher put a full stop at the end of the sentence, because there was no full stop there.)	These name-brand sports shoes are guaranteed for 12 months.
	T: OK. Let's move to No 3. 这里没有特指是哪一场雪暴，所以这个the可要可不要。 还有这里你用了made, 后面就不要用throw了。只能用其中之一.OK？你直接用throw 就行了。 Traffic 和transportation重复了，不能一起用。只能用其中之一。英语里是要忌重复	3. The snowstorms made traffic transportation throw into disorder. Ss: Yes.

	的。 T: So we should say: The snowstorms threw traffic into disorder. Clear?	
	T: Next, let's look at No.4. T: I have been 这个是持续了一段时间了，任然在持续。所以我们要用什么样的时态？ T：对，要用现在完成进行时态。从过去发生，一直持续到现在。Lately也可以换成recently. OK， Good!	4. I have been suffering of stress from work lately. I feel like taking a vacation at the seaside. Ss: 现在完成进行时态。
	T: Now, the last one. No 5. 住公寓不错，是个分词短语。所以你们可以直接说Living in an apartment is a good idea.或者你们可以说It is a good idea to live in an apartment.用不定式做主语也可以。转折用but。 然后limitation 可以用作复数，表示有很多局限。 句子有破折号，那你翻译的时候也不能把破折号省掉。然后你还要在 own的前面加上your. One's won表示某人自己的。 T: Now let me repeat the whole sentence. It is a good idear to live in an apartment, but it has its	5. That's a good idea to living in an apartment but it has limitation. For example, you don't have own garden.

	limitations----For example, you don't have your own garden. Or you can say Living in an apartment is all right. 让它口语化一点点。	
	T：OK, let's look at the second part of translation, the passage translation. This is your assignment. Have you finished it?	Ss: Yes!
	T: All right. Very good! Let's translate it sentence by sentence. The first sentence, any volunteer?	A student raised her hand.
	T: OK (nodding her head)	The student walked to the blackboard with her textbook in her hand.
	T: The second sentence. 一直到他是无力某生的那个地方。	Another student raised her hand
	T: OK (nodding her head)	The student walked to the blackboard with her textbook in her hand.
	T: The third sentence.一直到第一段完。 Any volunteer? OK, Li Weijia, please.	Li Weijia stood up and walked to the blackboard with the textbook in her hand.
8:40	T: The fourth sentence, Zhao Chunyun, please. The fifth sentence, Wu Yun, please. And the last sentence, Tang Yanzheng, please.	Zhao Chunyun, Wuyun, Tang Yangzheng all stood up and walked to the blackboard.
	The teacher stood by the blackboard, watching them writing on the blackboard.	Translation of the sentences: 1. Tom was a crippled boy when he born. One of his limps don't walk. 2.Whe he was a child, he knew unless

		he managed to rise above his limitation, he couldn't make a living. 3.Apart from he can support himself, he not probably get other's respect. That is the price to pay as a man. 4.Tom applied for several jobs, but turned down. Finally, he found a job to deliver the Pizza Hut. Then he worked as a sales representative for sports shoes company. 5. Today, he had a profitable company. Many people worked for him.

Transcript B

Time: 10:00-11:20 am, Date: December. 18, 2012 Place: Room: 525 Teacher: Ms. Han		
Time	Teacher	Student
10:00am	The teacher walked into the classroom with a smile on his face. He seemed to be happy to see the students. He wore a pair of glasses, and a big black coat. There was big brown bag under his arm. He also said hello to students in the class. T: Hello, boys and girls!	Students were chatting with each other loudly in the classroom. They also said hello to the teacher. Ss: Hello, Mr. Duan!
	He put his bag on the teacher's desk, turned on the computer, and did some preparation for his class. A problem occurred. The computer could not read his PPT. He tried to solve this problem, but he failed to do so. So he could not use PPT this time.	
10:30	The teacher walked to the front of the classroom and said loudly to his students T: OK. It's time for class now! Good morning, boys and girls! T: Sit down, please.	Students stopped chatting, stood up, and said to their teacher loudly: Ss: Good morning, Mr. Duan! Ss: Thank you!
	T: Nice to see you today! I am sorry to tell you that I cannot use PPT this time. There is something wrong with the computer.	
	T: Now, let's begin our class. The topic of this unit, What is the topic of this	Ss:

	unit? You know?	
	T: So, the topic of this unit is the dishes, or the food, right?	Ss: Yes!
	T: So the first question. What kind of Chinese dishes or Western dishes do you know? Can you name some Chinese or Western dishes in English? T: Some volunteers? Can you tell us some English names for western dishes or Chinese dishes? T: OK. Pi… T: OK. Good, Pizza. What else? T: Good! Sometimes, we can have hamburgers for breakfast, right? T: and what else? T: Right, dumplings and noodles. Rice noodles, also. Right? T: The rice noodles here are very famous. What else? T: What did you say, Beijing…? T: OK. Beijing Roast Duck! It is tasty! T: and? T: Ha-ha, roast chicken! T: What steak? What kind of steak do you like? T: Maybe sometimes, when we cook steak, we cook it with vegetables. Right? T: So what kind of vegetables would you like to cook with steak? T: What other western dishes do you know?	Ss: Pizza Ss: Salad, Hamburger Ss: Yes! Ss: Dumplings, noodles. Ss: Yes! S1: Beijing… S1: Beijing roast duck. S2: Roast chicken. Ss: Ha-ha! Ss: Yes! Ss: Yes!

	T: OK. It seems that we need to know something about western food, right? T: OK! So open your book on page 79. First, look at the menu on page 79. Let's have a look at the names of the western dishes on the menu. The western meal is usually divided into three parts. The first part is starters, the second part is the main courses, and the last part is desserts. Right? T: So do you know the Chinese meaning of each starter? The first one is Prawn Cocktail. T: Did you do some dictionary work before our class? T: First, you know Cocktail? It usually refers to a kind of drink, right? T: Maybe we can put visky and wine together to make a special drink. We can say it cocktail. Do you know the Chinese meaning of cocktail? T: Yes, Ji Wei Jiu. It is just a collection of all kinds of wine. T: Here, Prawn Cocktail refers to a kind of drink. Prawn in Chinese is Xia. T: The next one. Ham and Melon. You just said hamburger, so ham, you know? It is a kind of pork. T: Yes, that is right. Which place in Yunnan Province is famous for ham, you know?	Ss: Yes! Ss: Yes! Ss: Ji Wei Jiu. Ss: Huo Tui Ss: Xuan Wei Ss: Yes. It's Xi Gua. Ss: Oh, Ha-ha! Huo Tui Juan Xi Gua!

	T: Yes, Xuan Wei ham. Next, Melon, you know? T: Yes, that's right. Here, Ham and Melon just means we cut ham into small pieces, and we put them on the watermelon. In Chinese we can say: Huo Tui Juan Xi Gua. T: Next one, smoked fish. You know? T: OK. Very good. We can say Naxi People like smoked fish very much, right?	Ss: Y.ang Xun Yu Ss: Yes.
	T: Now let's have a look at the main courses. The first one is Fried Steak. It just means a kind of fried beef. Right? T: What does it mean in Chinese? T: Good! Next one, Grilled Fish. The first one we just learned is smoked fish. Here, what is grilled fish? T: Good! Next one, Roast Pork, you know? T: OK. Good! The next one, Chef's Daily special. Chef is a skilled cook, you know? T: Here this dish, chef's daily special is a special dish made by the chef. In Chinese, what is that? T: Yes, that's right!	Ss: Yes. Ss: Zha Niu Pai Ss: Kao Yu Ss: Kao Zhu Rou. Ss: Yes! Chu Shi. Ss: Chu shi de na shou hao cai.
	T: Now, let's look at the desert. The first one, fresh fruit, you know? T: Good. Next one, Apple Pie? T: The last one, Strawberries and Cream?	Ss: Xin Xian Shui Guo. Ss: Pin Guo Pai. Ss: Cao Mei Bin Qi Lin

	T: OK. That's all for the new words. Now let's listen to the tape. There are two customers Tom and Chris in the dialogue. They are in a restaurant and trying to order food. This is a dialogue between tow customers and a waiter. When you listen, try to make notes of what Tom and Chris order in the menu. Understand?	Ss: Yes!
	The teacher played the CD for students to listen to, and then he walked around the classroom.	
	The teacher noticed that Some students opened their textbooks and read the dialogue when they listened to the CD clip. T: Sorry to interrupt, but you cannot open your textbooks and read the dialogue now. Just listen carefully and make some notes about what they order. Understand?	Ss: Yes!
	After finishing listening to the CD clip, the teacher asked the students some questions. He spoke clearly and slowly. T:Did you get the information? What did Tom and Chris order in that restaurant? What kind of dishes did each of them order? T: Chris is a lady, so Tom let Chris order first. So what did Chris order?	Students came up with a lot of answers Ss: Fish, pork, vegetables.
	The teacher asked the question again.	

	T: What was the starter Chris ordered? T: Prawn… T: Good! What was her main course? T: Yes, grilled fish! (Loudly) T: What about Tom? What is Tom's starter? T: No, steak is the main course. What is the starter? T: OK…Maybe you can read your textbook, and try to find out the answer. And also, try to complete the table on page 81. Understand? If you have any problems understanding the dialogue, you can ask me for help. (The teacher walks around the classroom to check if students have problems.) T: OK. Let's check the answers now. The first one, let's answer together. Are you ready to_____? T: Good, next one, Zen Yongyi. T: May I take your order now? Good! And also the third one.Please take____, please take____? Please take your time. Good. That means don't worry, right? OK, very good, thank you! Sit down, please. T: Next one. Er, Kong Yanfang. It is a_____?	Ss: ……Cocktail. Ss: Prawn cocktail! Ss…Grilled fish (not so sure) Ss:… Steak. (Students cannot answer it) Ss: Yes! (Students open their books and begin to read the dialogue silently.) Ss: Order Zen Yongyi: (Stand up) May I take your order now? Zeng Yongyi: Your time. Kong Yanfang: It's a speciality of the restaurant. Kong Yanfang: I recommend it.

	T: It is a speciality of the restaurant. OK, very good! Continue, next one. I_____it.	Ss: Popular.
	T: I recommend it. Very good. It just means I strongly suggest this dish for you, right? OK, thank you, sit down, please.	Ss: What would you like as the main course? Jiang Chang: It can come with some potatoes or cabbages.
	T: The next two, let's answer together. It's very_____?	
	T: Good. Next one? What_____?	Ss: You can also order a side salad.
	T: OK. Good. Next one, Jiang Chang. Quickly, girl! It can_____with…or …	Ss: And for you, sir?
	T: It can come with some potatoes or some cabbages. Right? OK. Good. Sit down.	Ss: And for the main course?
	T: Next one, er, together. You can also____?	
	T: Good! You can also order a side salad. Or anything you like. Right?	Ss: Can I ask how would you like the steak?
	T: Next, also together. And_____you, sir?	Ss: Would you like to order something to drink?
	T: Right. And for you, sir? It just means what about you, sir?	Ss: May I suggest something?
	T: Next one. And for the_____course?	Ss: Yes!
	T: Right. It just means what main course would you like to have.	
	T: Next one?	
	T: Yes, that right. Good!	
	T: Next one!	

	T: OK, good. The last phrase used by the waiter. May I_____? T: Yes, that's right. May I suggest something just means may I recommend something, understand?	
	T: OK, now, let's check the phrases used by the customer. The first one, also together.	Ss: Could we have another few minutes?
	T: Could we have another few minutes? Yes!	
	T: Next two sentences, Shi Ming.	Shi Ming: I think we are about ready to order now.
	T: I think we are about ready to order now. Good. Next.	Shi Ming: It sounds delicious.
	T: It sounds delicious. It seems delicious. OK. Thank you.	
	T: Next one. Gu Jingming.	Gu Jinming: I am not keen on…
	T: I am not keen on.? Good! Be keen on something just means like something very much, or interested in something very much.	
	T: OK, another one. Zhang Xiaofei	Zhang Xiaofei: I will stick with the fish.
	T: I will stick with the fish. OK. Next.	Zhang Xiaofei: What is the grilled fish served with?
	T: What is the grilled fish served with? Good! It is enough for you. Thank you, sit down, please.	
	T: The next two phrases. Lu Jing.	Lu Jing: That sounds great.
	T: That's sounds great. OK, the next one is?	Lu Jing: I'll take the fish with the potatoes.

	T: I'll take the fish with the potatoes. You can take something with something. For example, I will take the grilled fish with vegetables. Understand?	Ss: Yes!
	T: The last four sentences, let's say it together.	
	T: What's the chef's daily_____?	Ss: special today.
	T: What's the chef's daily special today? OK.	
	T: Next?	Ss: Medium rare, please.
	T: Medium rare, please. Good. Next!	Ss: I'd like the ham ,please.
	T: I'd like the ham, please. Anything is OK here if you like.	
	T: The last one. What would you_____?	Ss: What would you recommend?
	T: What would you recommend? Good. It means what would you suggest us to have. Understand? Very good!	Ss: Yes!
	T: Now I want to focus on the sentence used by the customers. Look at the sentence 'Medium rare, please.	
	T: In western countries, people like to eat the food which is not so well-cooked. Right?	Ss: Yes!
	T: But for the Chinese people, they like the pork or the beef well-cooked, or to be fully-cooked. Understand? Here, fully-cooked or well-cooked just means 100 percent cooked. But if we just cook it for a few minutes, and inside the	Ss: Yes!

	pork or beef, there is still some red blood, we can say the beef or pork is medium cooked. Undersand?	
	T: Now I have three phrases for you to distinguish. white wine, red wine, and spirit. What does wine mean?	Ss: Jiu.
	T: No, it is not Jiu. Wine is a kind of drink that is made from grapes. Here, spirit, you know?	Ss: Jiu.
	T: Yes! Spirit is also a kind of drink, which contains much alcohol. If the drink contains much alcohol, we can say it is spirit, or strong spirit. The white spirit is the strongest. Some Chinese people like to drink white spirit, especially during some parties, wedding parties, or other parties. So white spirit just mean in Chinese….?	Ss: Lie Jiu, Bai Jiu.
	T: Yes, that's right. It means Lie Jiu, or Bai Jiu. Here, white wine, it is another kind of wine, made from grapes. But anyhow, the color of the wine is white. But we are so familiar with red wine, right? I am sure you all know red wine. Here, the color of white wine is different from red wine. So in Chinese, just mean….?	Ss: Bai Pu Tao Jiu!
	T: Very good, bai pu tao jiu.! So just pay attention that white wine is different from white spirit, understand?	Ss: Yes!

	T: OK. Now I will play the CD again, and please read after the CD. Understand?	Ss: Yes!
	T: And also, if you have any difficulties, tell me. Are you ready?	Ss: Yes!
	The teacher corrects some pronunciation mistakes the finds when students are reading after the CD. T: Speciality, read after me the word, speciality. The stress is on the second syllable. T: Recommend.	Students read after the CD sentence by sentence. Ss: Specaility. Ss: Recommend
	T: OK. Good! Now let's finish the practice activity A page 81.You try to finish the task in groups of three. Three students form one group to finish the task, understand?	Ss: Yes!
	T: OK. Start working now! Four minutes later, I will invite some groups to read your dialogue. (The teacher walks around the classroom the help students with problems.)	Students start to work in groups to fill in the blanks in Activity A. They also practice reading the dialogue.
	T: Are you finished?	Ss: No!
	T: Quickly please! It's already four minutes.	
	T: Some students here have finished.	
	T: OK. Let's check the answers by asking some of you to share your answers. Any volunteers? I need three volunteers to read the dialogue.	(Three students raise their hands)

	Anyone would like to try?	
	T: OK. Good! You three, please. Try to divide the roles. There is a waiter, a man and woman in this dialogue. T: What would you like (correct answer) for your main course? (The teacher correct the student's mistake at once) T: I'll take it or I'll take that (correct answer). (The teacher correct the student's mistake at once)	(The three students stand up and begin to read the dialogue according to the assigned role) S1: May I take your order, please? S2: Yes, I think we are about ready to order now, thank you. I think I will have the smoked fish as my starter. S1: Certainly, madam. And what is (wrong answer) for your main course? S2: Could you please tell me what the fish pie is? S1: It's a piece of fish, topped with mashed potato and mushrooms, all baked in the oven. I can recommend it if you are very hungry, madam. S2: That sounds great! I'd like to order that, please. S1: And for you, sir? S3: What is the soup of the day today, please? S1: Its' cream of chicken soup, today, sir. S3: I'll have it (wrong answer), please. And for my main course, I'd like to have the grilled fish, please. Could you tell me what the fish is served with?

	T: OK, very good! Thank you! Sit down. Now I will read the dialogue again and try to complete or check your answers by yourself. (The teacher read the dialogue again slowly and clearly)	S1: Its' served with boiled potatoes and a selection of vegetables, sir. S3: That sounds fine. Thank you.
	T: OK. Now our last project today, Practice Activity B, on page 82. First, also work in groups of three. Try to discuss each of the items on this menu. Understand?	Ss: Yes!
	T: to make sure what kind of dish it is, to understand what it means to you. And then try to make a role-play. Three of you work together. One is the waiter, and the other two are customers. The two costumers are trying to order a meal in a restaurant. Make a role play, understand?	Ss: Yes!
	T: First, try to discuss the name of dish, what does it mean? And then, make a role-play. Do it quickly. I will give ten minutes to prepare for the role-play. Each group works by yourself. You must do this activity. Start working in groups now.	(Students start to work in groups to discuss the names of the dishes, and prepare for the role-play.)
	T: Yes. First you need to find your group,OK? And then, discuss the names of the dishes on the menu. Last, you should do a role-play.	(One student is not clear about the teacher's instruction. She raised her hands to ask for help.)

	T: OK. Maybe there is a difficult word on the menu, the second one, crab salad. Crab, you know?	Ss: Yes.
	T: Crab is a kind of animal which live in water. In Chinese it means pang xie.	
	T: For the beginning of the role play, we may do it like this. First, two students act as two customers and walk into a restaurant. Then, a student acts as a waiter and greets the two customers. Next, The two customers sit down, and the waiter shows them the menu. And then, you can start your conversation. Understand?	(Students stop discussing and listen to the teacher) Ss: Yes!
	T: Shi~~!! Time is up now. It's time for the role-play now. Any volunteer groups? Anyone? OK. Just three students work together. (The teacher uttered 'shi' sound to remind the students that time is up.)	
	T: When you do the role-play, you don't have to be shy. You are group members; you don't have to be embarrassed. No volunteers? Then I have to invite some students to perform. OK, this group first. (The teacher pointed to three students who sat on the left side of the classroom)	(The students stand up)
	T: OK. Introduce your roles, please.	S4: I am the waiter.

	Who is the waiter, and who are customers?	S5 &S6: We are the customers.
	T: OK. Let's stopping discussing, and watch their role play! Shi~~!! Start your role-play now.	S4: May I take your order, please? S5: Yes, I think we are about ready to order now, thank you. I think I will have the smoked fish as my starter. S4: Certainly, madam. And what would you like for your main course? S5: Could you please tell me what the fish pie is? S4: It's a piece of fish, topped with mashed potato and mushrooms, all baked in the oven. I can recommend it if you are very hungry, madam. S5: That sounds great! I'd like to order that, please. S4: And for you, sir? S6: What is the soup of the day today, please? S4: Its' cream of chicken soup, today, sir. S6: I'll order that please. And for my main course, I'd like to have the grilled fish, please. Could you tell me what the fish is served with? S4: Its' served with boiled potatoes and a selection of

		vegetables, sir. S6: That sounds fine. Thank you. (The three students just hold their books in their hands, and read the dialogue in Practice activity A)
	T: This group did a good job! When the next group does the role play, other students should try to pay attention to their performance, OK?	Ss: Yes!
	T: Now, another group! Act quickly! Volunteers?	Two students stand up S7: We have only two people.
	T: Only two people! Er, OK! If you only have two people, I can act as the waiter. OK, let's begin.	T: Good evening! Welcome to our restaurant!
		The students could not answer, they felt a little embarrassed. Other students just laughed at them.
	T: This is just greeting. Don't worry. (The teacher tried to make students calm down.)	T: Can I help you, sir? S7: Yes, I think we are about ready to order now, thank you! I think I will have the dinner. T: OK, here is the menu. Now are you ready to order? Are you ready to order, sir and madam? S7: Yes. Could you please tell me what the 'could met'?

		T: What the…? (confused) S7: could met. T: Oh, cold meat! OK. It is a kind of cold pork. It is delicious. I recommend you this dish as the starter. S8: That sounds dilicous. I'd…. I'd… I 'd like that, please. (nervous) T: OK. What about your main your main course? What would you like as your main course?
	T: Choose any dish from the menu.	T: Lady first. What would you like to have as your main course? S8:…… S8…I'd…. I'd…. T: What about fired fish? We can serve some fried fish with potatoes. S8: Yes, that sounds very dilicous. T: OK! So what about you, sir? What is your main course? S7: I.. I'd… I'd like it very much! T: What is your main course, OK?
	T: Chocolate cake	S7: I'd…I'd like chicken salad. T: Chicken salad? OK. We can serve the chicken salad with some tomatoes, and some other

		fruits. So what about your desert? What would you like to have after you finish your main course? S7: I'd…I'd like chocolate cake (wrong pronunciation) S7: Chocolate cake. T: It sounds delicious. But I think chocolate cake is not suitable for the gentleman. It's for ladies. So would you like chocolate cake, madam? S8: I..I prefer fresh, fresh fruit. T: Fresh fruit! OK. I can suggest apple pie for you as your desert, sir. Would you like apple pie? S7: Yes. T: Thank you. Please wait a minute. I can serve the dishes for you in a few minutes.
	T: Thank you, very good!	The two students sit down with great relief. They sighed.
	T: OK. Next group. OK. You three work together to do the role paly. Ssh~!!! Listen to their conversation carefully.	Three students raise their hands.
		S9: May I take your order, please? S10: Yes, I think we are about ready to order now, thank you. I

	T: Don’t worry.	think I will have the roast beef as my starter. S9: Certainly, madam. And what would you like for your main course? S10: Could you please tell me what the chocolate cake is? S9: It’s a piece of cake with chocolate. I can recommend it if you are very hungry, madam. S10: That sounds delicious! I’d like to order that, please. S9: And for you, sir? S11: Could…could… (nervous) S11: Could you please tell me what is the soup of the day today, please? S9: Its’ cream of chicken soup, S11: I’ll order that please. And for my main course, I’d like to have the chicken salad, please. Could you tell me what the chicken salad is served with? S9: Its’ served with chicken and a selection of vegetables, sir. S11: That sounds fine. Thank you.
	T: OK, good! Thank you! What do you think of their orders? What do you think about their role-play? Just so ,so, yes or no? T: It’s great! (rising voice) Give them a	Silence (Students don’t understand what give them a big

	big hand, OK? T: Give them a big hand just mean applaud them (the teacher applaud his hands)	hand mean) Students follow the teacher, and applaud their hands as well.
	T: Thank you! OK. Next group. When you do the role play, don't be nervous. Just say it slowly and clearly. OK? T: Ssh! Loudly, slowly, but clearly! (Rising tongue)	(Three students stand up.)
		S12: Good evening sir and madam. May I take your order now? S13:Yes, I think we are about ready to order now, thank you. I think I will have the crab salad as my starter. S12: Certainly, madam. And what would you like for your main course? S13: Could you please tell me what the steak served with? S12: It's served with onions and some vegetables. I can recommend it if you are very hungry, madam. S13: That sounds delicious! I'd like to order that, please. S12: And for you, sir? What would you like to have for your main course? S14: I want to order roast chicken and grilled fish.

		S12: What about your desert? S: 14: Could you tell me what is the apple pie served with? S:12: It is served with orange juice. S14: That sounds fine. Thank you.
	T: OK. Very good, thank you! (rising tongue)	
	T: Maybe, it's near the end of the class. Let's review what we have learned in this class. Just open your book on page 81,again. Let's read the key phrases we have learned today. That means let's read the phrases in the table on page 81. Understand?	Yes!
	T: Good! Are you ready to order now? Ready go!	Students read the sentences in the table on page 81 sentence by sentence.
	T: OK. Very good! Now just pay attention to today's homework. In our class, we just finished section A and Section B. Do Section C and Section as your homework. For our topic of the noon chat, each of you should select one of your favorite dishes, and tell us how to do it. Are you clear?	Ss: Yes!
	T: OK. That's for this class! See you next time!	Ss: Good bye teacher!

BIOGRAPHY

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