

國立政治大學英國語文學系碩士在職專班碩士論文

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國小新移民學童英語學習成就、學習態度及學習挑戰之研究
A Study on New Immigrant Children's English Learning Achievement,
Learning Attitude and Learning Challenge in Elementary School

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Learning Attitude and Learning Challenge in Elementary School

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Chinese Abstract

國立政治大學英國語文學系碩士在職專班

碩士論文提要

論文名稱：國小新移民學童英語學習成就、學習態度及學習挑戰之研究

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論文提要內容：

由於國小新移民學童的逐年增加，研究新移民學童的學習情況有其必要性。本研究旨在專門調查中台灣一所國民小學新移民學童的英語學習狀況。研究主要在探討：(1)新移民學童的英語學習成就；(2)新移民學童的英語學習態度；(3)新移民學童的英語學習成就與其英語學習態度之關係；(4)新移民學童學習英語所面臨的挑戰；(5)新移民學童對自己英語學習的看法；以及(6)教學現場的英語教師對新移民學童英語學習的看法。

本研究的研究對象為十四名五、六年級的新移民學童，並以六十名台灣學童做為比照。研究比較七十四名學童的英語成績，且所有七十四名學童完成一份英語學習態度量表。十四名新移民學童則參與一次訪談，兩名教學現場的英語教師也經歷一次訪談。研究所收集的資料經統計分析及質性分析後，所得的結果如下：(1)大部分新移民學童的英語學習成就不佳；(2)大部分新移民學童英語學習態度是正面的；(3)新移民學童的英語學習成就與其英語學習態度並無相關性；(4)新移民學童面臨的英語學習挑戰不少，包括他們對不同英語老師的教學風格

的適應能力、他們上英語課時產生的焦慮感及緊張感、他們不易牢記英語生字、他們不會寫英語作業、他們沒有辦法去上英語補習班等；(5)新移民學童大部分對自己的英語學習持樂觀看法；(6)英語教師對新移民學童的英語學習則持較悲觀看法。

根據本研究的發現，研究者在本研究報告最後提出數點建議及未來相關研究的研究方向。



關鍵字：新移民學童，英語學習成就，英語學習態度，英語學習挑戰

English Abstract

With the increasing of New Immigrant Children in elementary schools, studies to understand New Immigrant Children's learning conditions become imperative. The purpose of this study was to investigate New Immigrant Children's English learning conditions in an elementary school in central Taiwan. The study focused on exploring: (1) New Immigrant Children's English learning achievement; (2) New Immigrant Children's English learning attitudes; (3) The relationship between New Immigrant Children's English learning achievement and their learning attitudes; (4) New Immigrant Children's English learning challenges; (5) New Immigrant Children's own perspectives about their English learning; (6) English teachers' perspectives about New Immigrant Children's English learning.

The participants in this study included 14 New Immigrant Children in fifth and sixth grades, with 60 Taiwanese Children working as comparison. These 74 children's English scores were compared, and they all responded to an English learning attitude scale. The 14 New Immigrant Children then underwent a group interview. Two English teachers were also interviewed. The data collected were then analyzed with statistical and qualitative analyses. The following results were drawn: (1) Most New Immigrant Children were English low-achievers; (2) New Immigrant Children's English learning attitudes were generally positive; (3) No correlation was found between New Immigrant Children's English learning achievement and their learning attitudes; (4) New Immigrant Children faced several challenges in learning English, including their adaption to different English teachers' teaching styles, their feelings of

anxiety and nervousity during English classes, their problems to memorize new words and do English homework, their not being able to go to English cram-schools, etc.; (5) New Immigrant Children in general were optimistic about their English learning; (6) English teachers in general were pessimistic about New Immigrant Children's English learning.

Based on the findings of this study, some implications were provided and several suggestions for further studies were offered at the end of the report.



Key Words: New Immigrant Children, English Learning Achievement, English Learning Attitude, English Learning Challenge

CHAPTER ONE

INTRODUCTION

Background and Motivation of the Study

In recent years, there have been more and more cross-country marriages in Taiwan. More and more families are conjoined by cross-cultural unions. These inter-country families are mostly formed with husbands who are Taiwanese and wives who came from countries other than Taiwan, usually in Southeast Asia. As a result, children spawned from these inter-ethnic marriages are on the increase. These children are now called New Immigrant Children since one or both of their parents immigrated into Taiwan from countries including Vietnam, Indonesia, the Philippines, Thailand, and so on. New Immigrant Culture is now a special and unique phenomenon in Taiwan and definitely needs to be observed and researched.

All over the world in developed countries, new-born children are on the decrease year by year. This universal trend is no exception in Taiwan. While fewer and fewer children enter into first grade in elementary schools each year, on the contrary, the proportion of New Immigrant Children entering into elementary schools becomes larger year after year. According to a recent report by Ministry of Education(MOE, 2012), in the year 2011, more than one hundred and ninety thousand New Immigrant Children enrolled in junior high schools and elementary schools all over Taiwan. It is estimated that in 2012, one out of six newcomers in elementary schools will be New Immigrant Children. Because of their peculiar family circumstance, with at least one parent coming from outside of Taiwan, New Immigrant Children's learning condition

might be different from Taiwanese Children whose parents are both Taiwanese. It is therefore important to look into the different learning situations New Immigrant Children face and their learning outcomes.

As New Immigrant Children become a significant part in Taiwan's educational scheme, studies on New Immigrant Children's learning are highly in demand. Lately, reports on the academic performance of New Immigrant Children in Language Arts and Mathematics, two main learning areas in Grade 1 – 9 Curriculum, are growing in numbers. The results are generally inconclusive. For the Mandarin performance in Language Arts area, some researchers contended that there is no disparity in performance between New Immigrant Children and Taiwanese Children. Some researchers purported that New Immigrant Children's achievements are slightly below those of Taiwanese Children. Some studies, however, showed that New Immigrant Children performed way behind Taiwanese Children in Mandarin subject. Similar inconsistent results were also observed in the area of Mathematics and other areas. The discrepancy in research outcomes may be owing to a variety of different variables and thus is in need of further investigations.

Since the year 2005, English education has been extended down to grade three in elementary schools in Taiwan. English is now a mandatory subject in elementary school curriculum. All students, including New Immigrant Children have to study English at school. However, studies about New Immigrant Children's English learning condition and achievement are sparse. Also, according to the researcher's observations, New Immigrant Children are usually more passive in their English learning. So far, very few studies explored New Immigrant Children's attitude toward

English learning. It is therefore imperative to have an investigation conducted upon New Immigrant Children's English achievement and attitude.

Purpose of the Study

The purpose of this study is to look into New Immigrant Children's English learning achievement and learning attitude in an elementary school setting. It further examines the challenges New Immigrant Children face in learning English.

Research Questions

Due to the scarcity of reports about New Immigrant Children's English learning situation, it is still unclear how New Immigrant Children perform in English in the elementary school system. The research addresses the six questions below:

1. How well do New Immigrant Children achieve in the English subject? Are they generally high-achievers or low-achievers? Are there any differences between New Immigrant Children's English achievement and Taiwanese Children's English achievement?
2. What are New Immigrant Children's attitudes toward learning English? Do New Immigrant Children generally have a positive attitude or a negative attitude toward English learning at school? Are there any differences between New Immigrant Children's English learning attitude and Taiwanese Children's English learning attitude?
3. Is there a correlation between New Immigrant Children's English achievement and learning attitude?

4. From the perspectives of New Immigrant Children, what kind of challenges these New Immigrant Children face while they are learning English at school?
5. From the perspectives of English teachers, what are these New Immigrant Children's English learning conditions in class? What challenges do these New Immigrant Children have to face when learning English? Are there any feasible ways to help these New Immigrant Children?

Definition of Terms

Taiwanese Children (TC)

In the present study, children whose parents are both Taiwanese are referred to as Taiwanese Children (hereafter referred to as 'TC'). Children whose mothers came from Mainland China, Hong Kong and Macao are also included as TC because their mothers have similar language background as TC's mothers.

New Immigrant Children (NIC)

For nearly two decades, there has been an influx of immigrants from developing countries into Taiwan. Most of these immigrants are females who married Taiwanese males to form international marriages. These immigrant females' children are called New Immigrant Children (hereafter referred to as 'NIC'). In this study, NIC refers to children whose mothers came from Southeast Asian countries such as Vietnam, the Philippines, Indonesia, Thailand, etc.

English Learning Achievement

In this study, the English learning achievement refers to students' English Score in the first academic semester of 2010. In this score, both summative assessment score and formative score are included, consisting of 20% mid-term paper-and-pencil test score, 10% pop-up quiz score, 30% oral test score, 20% assignment score (homework, worksheet...), 20% English class participation score.

English Learning Attitude

In this study, English learning attitude consists of seven dimensions pertaining to students' attitudes toward the English subject: students' attitude toward school English course, students' attitude toward learning English, students' attitude toward doing English homework, students' attitude toward his/her English teacher, students' attitude toward the English teaching at school, students' motivation toward English learning, and students' English learning outcome. A positive English learning attitude in the classrooms refers to students' eagerness to actively take part in all kinds of English classroom activities. A negative English learning attitude refers to students' reluctance to actively participate in classroom activities.

English Learning Challenge

In this study, English learning Challenge refers to the challenges students have to face to do well in the English subject. Three aspects of challenges are looked into: students' own perception toward English learning, students' English learning environment at home, and students' English learning at the school setting.

CHAPTER TWO

LITERATURE REVIEW

This section addresses five issues. First, research on the relationship between language learning attitude and learning achievement is examined. Second, reports on immigrant children's language learning condition in the USA are inspected. Third, the academic learning achievement of NIC is explored, including their achievement in English. Fourth, studies on NIC's learning attitude are looked into, including their learning attitude toward English. Fifth, the purpose of this study is restated.

Language Learning Attitude and Learning Achievement

In this section, the definitions of language learning attitude and language learning achievement are presented. The relationship between language learning attitude and language learning achievement is also addressed.

Language Learning Attitude

According to Brown (2007), language learning attitudes refer to a set of personal feelings, opinions, or biases about learning languages. It is an affectively related variable concerning language learning. Brown (2007) also concludes that negative attitudes can affect success in learning a language.

Language Learning Achievement

According to Harmer (2007), language learning achievement refers to how

successful the language learner can master the target language. It is usually evaluated by an achievement test, a test taken at the end of a course of study to see how well students have learned what they have been studying.

Relationship between Language Learning Attitude and Language Learning Achievement

Language learning attitude has a relationship with learning achievement. According to Masgoret and Gardner's meta-analysis (2003), attitudes toward the learning situation are related to achievement in the second language. Positive attitudes seem to be related to better performance. Huguet (2006) stated that language learning will rarely occur if students do not show positive attitudes toward the language in question. He also points out that attitudes and achievement may be both the cause and effect of each other. Gardner, as cited by Cochran, McCallum and Bell (2010), proposed that attitudes and perceptions toward foreign language learning presumably contribute to success in learning that language. Brown (2007) also believed that language learners benefit from positive attitude, while negative attitudes may affect success in learning the target language.

Based on the aforementioned literatures, English learning attitudes generally have a positive connection with English learning achievement. English learners' positive attitudes may contribute to better achievement in their learning outcomes.

Immigrant Students' Language Learning Condition in the USA

According to Onchwari, Onchwari, and Keengwe (2008), immigrant children

are the fastest growing segment in the USA child population, yet they are an under-researched group. While immigrant children in Taiwan learn English as a foreign language (EFL), immigrant children in the USA learn English as a second language (ESL). Although the learning situation is not exactly the same, the condition of immigrant children in the USA learning a second language, which is English in their case, deserves review.

Immigrant Students' English Learning Condition

Concerning immigrant students' English learning condition in the USA, Mendieta (2006) indicated that because of the special political and social situation in the USA, the classroom might be a hostile environment for immigrant and minority students because of a "nation-wide anti-immigrant movement". This hostile environment magnified the academic challenges immigrant students faced. Bajaj (2009) stated that immigrant families today receive less support than ever to learn English. Olsen (2000) also expressed a pessimistic view about immigrant students' English learning condition. He described that language minority children experience "language shock" when trying to learn a new language in a new country. These children need to learn English in order to survive in an English-speaking society. They want to learn English, but find that there are limits to the opportunities to learn and practice English in the general school settings. They start out with hope and determination to learn a second language. However, they encounter discouragement as they learn English. Their lack of English language fluency often leads them to fall further and further behind academically. While most immigrant students continue to

struggle to learn English, many of them give up eventually. These aforementioned phenomena, fortunately, do not manifest too obviously in NIC's English learning condition in Taiwan since English is a foreign language here and does not have a direct impact on learners' survival, while English is a second language for immigrant students in the USA and directly influences immigrant students' life.

Immigrant Students' English Proficiency and General Academic Achievement

Bajaj (2009) proposed that students' lack of English skills may mask their true cognitive abilities. Limited English proficient students' frequently poor performance on standardized tests often does not accurately reflect their academic achievement. Carhill, Suarez-Orozco, and Paez (2008) indicated that low levels of academic English proficiency can be an obstacle to academic success. They also suggested that English proficiency is the biggest predictor of the academic achievement of immigrant students. Hao and Bonstead-Bruns (1998) studied the academic achievement of eighth graders from four immigrant groups and three native groups and found that immigrant Chinese students scored higher in math and GPA than other immigrant or native groups, while immigrant Latino/Mexican students scored the lowest in all academic areas. This finding may be owing to the fact that Chinese immigrant students' parents are more likely to have advanced education and have a higher socio-economic status, while Latin American immigrant students' parents mostly have less than a ninth grade education and have a lower socio-economic status (Bajaj, 2009). The result is also consistent with Carhill, Suarez-Orozco, and Paez's report in 2008 which stated that the average English language proficiency score of

Chinese immigrant students was highest, whereas Spanish-speaking immigrant students showed the lowest mean English language proficiency score. Hao and Bonstead-Bruns also concluded that immigrant students who have greater proficiency in English have higher reading scores.

Academic Achievement of NIC

Since more and more NIC now enroll in elementary schools in Taiwan, there are an increasing number of studies on NIC's academic achievement in elementary schools, including studies on NIC's general achievement and studies focusing on specific subjects, such as language courses.

NIC's General Academic Achievement

Studies on NIC's general academic achievement yields different results. Some reports contended that NIC do as well as TC in various learning areas. For instance, Cheng (2004) compared fifty NIC's performance on intelligence, language ability and academic achievement against fifty TC in Kaohsiung City and reported that there was no difference found between NIC and TC in intelligence, language ability and in learning achievement of most subjects except in the area of Integrative Activities, which NIC didn't perform as well as TC. Chen (2004) used questionnaires to find out whether NIC had special problems in their learning at school in Penghu County and concluded that NIC performed as well as TC in their academic achievement. Hsiao (2005) adopted questionnaires to investigate fifty-eight NIC's and fifty-eight TC's academic performances in Taichung County and discovered that in all areas except in

Life Curriculum, NIC's performances were not different from their Taiwanese peers. Interestingly, NIC even outperformed TC in the area of Life Curriculum. Hsieh (2007) used Test of Second Grade Math and questionnaires to measure NIC's mathematics performance against TC in Yunlin County and found out that there were no significant differences in the mathematics performance between NIC and TC.

On the other hand, other reports contended that NIC did not do as well as TC in various learning areas. Lin (2003) used questionnaires for teachers to study NIC's academic performance as a whole and found that NIC were indeed at a disadvantage in the overall learning in elementary schools. Ko (2004) conducted a comparative study about academic achievement of NIC in Keelung County using final-exam scores and questionnaires and concluded that the academic achievement of TC were better than NIC, especially in the area of Mathematics. Tsai (2005) used Academic Achievement Test to compare 218 NIC's and 218 TC's academic performance and concluded that NIC's academic achievements were poor compared to TC's. Wang *et al.* (2006) conducted a comprehensive survey on NIC's academic achievement. NIC in 3,025 elementary schools and junior high schools were asked to fill out a 'Taiwan NIC Compulsory Education Academic Achievement Questionnaire'. It was discovered that the Area of Mathematics caused NIC most difficulties for them to learn. Liberty Times (2010, June 9) reported that due to their limited language ability, NIC faced most difficulties in the Area of Mathematics.

NIC's Academic Achievement in the Area of Language Art

Language Art Area is emphasized in mandatory education in Taiwan. According

to a news article published by the Liberty Times (2010, June 9), NIC's performance in Language Art Area was an indicator of their performance in other learning areas. It was therefore important to inspect NIC's academic achievement in the Language Art Area.

NIC's Achievement in Language Courses

Almost all of the studies regarding NIC's language achievement focused on investigating NIC's achievement in Mandarin (Liu, 2002; Chen, 2004; Hsang, 2003; Chen, 2004; Huang, 2005; Yeh, 2005; Lee, 2006). The results were inconclusive. Some reports contended that NIC did as well as TC in the Language Arts Area. Chen (2004) contended that NIC were not different from TC in Mandarin ability. Hsang (2003) conducted a qualitative study using interviews and classroom observations to investigate NIC's academic performance in Tainan County and observed that NIC performed as well as their peers in learning Mandarin phonetic symbols and Chinese language.

However, other reports contended that NIC did not do as well as TC in the Language Arts Area. Liu (2002) adopted semi-structured interviews to investigate NIC's academic achievement and behavioral development and found that NIC commonly displayed delay in their language development. Lu (2004) used in-depth interviews and non-obtrusive observation to investigate NIC's adaptation in schools and concluded that NIC's disadvantage in the Mandarin Area caused them to achieve lower in other academic areas. Lee (2006) used questionnaires and average grades of Mandarin to study NIC's and TC's academic achievement in the Language Arts area

in Hsinchu City and concluded that NIC's achievement was statistically significantly lower than TC's. To sum up, the results of NIC's academic achievement in the language course were inconsistent.

NIC's Achievement in English

A few reports regarding NIC's academic achievement focused on the English subject. Kao (2005) conducted an investigation to study English literacy proficiency of the Han students, the indigenous students and the New Immigrant Children in Pingtung County. A written English literacy test was administered to find out the disparity among these three groups. It was found that almost all NIC were low-achievers in English literacy proficiency. Liao (2007) investigated the English reading and writing proficiency of Southeast Asian immigrant's children in urban and rural areas in Taichung County. The English reading and writing proficiency exam was used to identify students' English learning achievement in four schools in urban or rural areas. It was found that English reading and writing achievement of NIC in the urban schools were better than that of students in the rural areas. Yang (2009) studied the correlation of family factors to New Immigrant Children's English learning attitude and English learning achievement at an elementary school in Taoyuan County. English Total Score was used to compare NIC's English achievement against TC's English achievement. Most NIC were found to be low-achievers in the English subject.

Learning Attitude of NIC

Besides academic achievement, some studies concerning NIC looked into their learning attitude. Brown (2007) contended that language learners benefit from positive attitude. To date, most reports studied Taiwanese students' general learning attitude. Only a few reports specifically explored NIC's learning attitude. The results were generally positive.

NIC's Learning Attitude toward General Learning Areas

Most studies regarding NIC's learning attitude toward general learning areas concluded that NIC generally showed positive attitude toward school learning. Chien (2004) studied NIC's learning attitude in Penghu County with questionnaires and concluded that in general, NIC's attitude toward learning was fine. Huang (2005) used questionnaires to inspect NIC's learning attitude in Hsinchu City and concluded that NIC's overall attitude toward learning was better than moderate. She also indicated that there were significant correlations between NIC's learning attitude and academic achievement. Yeh (2005) used questionnaires to study relationships among NIC's home literacy environment, academic achievement and learning attitude in Taipei County and found that NIC's learning attitudes were generally positive. She also reported that the academic achievement and learning attitude of NIC are slightly positively related.

NIC's Learning Attitude toward English

Up until recently, only one study specially looked into NIC's English learning

attitude in Taiwan. In Yang's research (2009), a three-point Likart-type English Learning Attitude Scale was administered to twenty-six NIC to measure their attitude toward learning English. It was found that most NIC expressed positive attitude toward English learning. They also expressed anxiety toward the English subject.

Purpose of This Study

In Taiwan, studies on NIC's academic performances mostly focused on their general academic achievement with some looking into their achievement in language courses. The results of these studies were inconsistent. A few reports investigated the relationship between NIC's learning attitude and their academic achievement. Previous studies upon NIC's English learning achievement were rare and only one report, as far as I was concerned, looked into NIC's English learning attitude (Yang, 2009). So, NIC's English learning was still an under-researched area. To date, no research had been conducted upon the challenges NIC face when learning the English language in Taiwan. No research had been conducted upon the relationship among NIC's English achievement, learning attitude, and learning challenges. To bridge this gap, this study intends to find out NIC's English learning achievement and attitude and their relationship. It also reviews NIC's perspectives about the challenges they face while learning English at school. Also, to date, no research had been conducted upon teachers' perspectives about NIC's learning condition in any school subjects. This study intends to explore English teachers' perspectives about NIC's English learning condition as well.

CHAPTER THREE

METHODOLOGY

This study aims to investigate New Immigrant Children's English learning achievement, learning attitude and learning challenges. This chapter deals with the methodology of the research, including the introduction of the participants, the instruments, the procedures, and data analysis.

Participants

The participants in this research include two groups of students and two English teachers. All participants come from the public elementary school the researcher teaches in a county in central Taiwan. The school is located in the semi-urban area of the county with five to seven classes in each grade, making the total classes thirty-seven in the school. Each class contains about thirty students. Because of its location, the school can represent a mix of both urban and rural schools. Students in this school come from diverse socio-economic backgrounds and their academic performances are heterogenous. According to the school's English curriculum, all students are required to attend two forty-minute sessions of English class each week from grade three to grade six. The first group of participants consists of NIC and the second group consists of TC. All NIC in fifth and six grades except those whose mothers are from Mainland China, Hong Kong and Macao were asked to participate in this investigation, including nine students in fifth grade and five students in sixth grade. All students in fifth grade were taught by one English teacher, while all

students in sixth grade were taught by the other English teacher. Students in fifth and sixth grades were chosen because they are old enough and have the maturity to clearly express their feelings and viewpoints. Moreover, in fifth and sixth grades, they have been learning English for two to three years at school, so their English learning achievement would not fluctuate too much and would be stable. Children whose mothers were from Mainland China, Hong Kong and Macao would be viewed as TC because they have similar L1 language backgrounds as children whose parents are both Taiwanese. As for the other group of children, one class in fifth and six grades were randomly chosen as comparison group. A total of fourteen NIC and sixty TC took part in this study. Two English teachers teaching at the school, one is a formal teacher and the other is an experienced substitute teacher, also participated in this study.

Instruments

The instruments employed in this study include NIC's Background Questionnaire, the English Scores of all student participants, English Learning Attitude Scale of all student participants, a Semi-structured NIC Group Interview, and an Interview for English Teachers.

Participants' Background Questionnaire

This background questionnaire is designed to collect a comprehensive background data of all participants. Most questions in this questionnaire are multiple-choice questions with some open-ended questions. The construction of this

questionnaire is based up Yang's research (2009). In this questionnaire, participants were asked to answer questions such as "Which class are you in?", "Are you a male or a female?", "What language do you usually speak at home?", "Which country do your mother come from?", "What is your mother's native language?", "Does your mother talk to you in her native language at home?", "What is your father's profession?", "What is your mother's profession?", "Do you have prior experience in learning English before third grade?", "Do you go to English cram-school after school?", "Does your father/mother help your review your English homework?", etc. For a review of the entire questionnaire, please refer to Appendix A. The following section presents the background information of NIC collected with this Background Questionnaire.

NIC's Parents' Educational Background and Their Careers

With the exception of four NIC, most NIC's fathers and mothers have an educational level lower than high schools. Five of these NIC's fathers are workers, and three of them are unemployed. NIC's mothers are mostly housewives, with four of them helping their husbands with their work, and two of them doing handiwork to help support the family. According to the Background Questionnaire, most of these NIC come from low socio-economic status families.

NIC's Mothers' Nationalities

Table 3.1 NIC's Gender and Their Mothers' Nationalities

No.*	Grade	Gender	Mother's Nationality
NIC-1	5 th	Female	Vietnam
NIC-2	5 th	Male	Vietnam
NIC-3	5 th	Female	Indonesia
NIC-4	5 th	Female	Indonesia
NIC-5	5 th	Female	Vietnam
NIC-6	5 th	Male	Vietnam
NIC-7**	5 th	Male	Vietnam
NIC-8	5 th	Male	Vietnam
NIC-9	5 th	Male	Indonesia
NIC-10	6 th	Male	Vietnam
NIC-11	6 th	Male	Indonesia
NIC-12	6 th	Female	The Philippines
NIC-13	6 th	Male	Indonesia
NIC-14**	6 th	Female	Vietnam

*NIC's numbers are arranged according to which class they are in.

**7 and 14 are siblings.

Table 3.1 shows the fourteen NIC's mothers' nationalities. Eight of them came from Vietnam, five from Indonesia, and one from The Philippines. NIC-5, 6, 7, and 14's parents are divorced, and they all reside with their fathers. NIC-5's mother visits her often. NIC-7 and 14's mother visits them occasionally. NIC-6's mother never visits him.

NIC's Languages Spoken at Home

Table 3.2 Languages Spoken with NIC's Fathers at Home

No.	Grade	Mandarin	Taiwanese Dialect	Others
NIC-1	5 th	100%		
NIC-2	5 th		100%	
NIC-3	5 th			Hakka Wa (100%)
NIC-4	5 th		100%	
NIC-5	5 th	50%	50%	
NIC-6	5 th		100%	
NIC-7	5 th	100%		
NIC-8	5 th	100%		
NIC-9	5 th	60%	40%	
NIC-10	6 th	80%	20%	
NIC-11	6 th		100%	
NIC-12	6 th		100%	
NIC-13	6 th	100%		
NIC-14	6 th	100%		

Table 3.2 shows that NIC mostly communicate with their fathers in Mandarin or Taiwanese Dialect at home. NIC-3 communicates with her father in Hakka Wa (客家話) mostly.

Table 3.3 Languages Spoken with NIC's Mothers at Home

No.	Grade	Mandarin	Taiwanese Dialect	Mother's Native Tongue	Others
NIC-1	5 th	80%		Vietnamese (20%)	
NIC-2	5 th	100%		Vietnamese (0%)	
NIC-3	5 th	80%		Indonesian (10%)	Hakka Wa (10%)
NIC-4	5 th	90%		Hakka Wa (10%)	
NIC-5	5 th	80%		Vietnamese (20%)	
NIC-6	5 th	He doesn't know. His mother never visits him.		Vietnamese (0%)	
NIC-7	5 th	100%		Vietnamese (0%)	
NIC-8	5 th	100%		Vietnamese (0%)	
NIC-9	5 th	60%	40%		
NIC-10	6 th	80%	10%	Indonesian (10%)	
NIC-11	6 th	100%		Vietnamese (0%)	
NIC-12	6 th			Filipino (90%)	English (10%)
NIC-13	6 th	100%		Hakka Wa (0%)	
NIC-14	6 th	100%		Vietnamese (0%)	

Table 3.3 shows that most NIC communicate with their mothers in Mandarin at home. NIC-12's mother talks to her in Filipino daily (90%) and English occasionally

(10%). NIC-5, 6, 7, and 14's parents are divorced. When NIC-5's mother visits her, she talks to her mostly (80%) in Mandarin and occasionally in Vietnamese (20%). When NIC-7 and 14's (they are siblings) mother visits them, she talks to them completely in Mandarin. NIC-6's mother never visits him, so he doesn't know what language his mother will speak to him. NIC-6, however, talks to his father completely in Taiwanese Dialect.

NIC's English Learning Background

Table 3.4 NIC's English Learning Background

No.	Grade	Start Learning English Before 3 rd Grade	Go to English Cram School After School	Review English with Someone's Help
1	5 th			
2	5 th	√		Mother
3	5 th			
4	5 th	√		
5	5 th	√	√	Older Sister
6	5 th			
7	5 th			
8	5 th	√	√	
9	5 th			Older brother
10	6 th			
11	6 th	√	√	Mother
12	6 th	√		Mother
13	6 th	√		
14	6 th			

Table 3.4 shows that only three out of the fourteen (21%) NIC go to English cram-schools after school, which is well below the estimated 75% ratio of TC that go

to cram-schools. Five of these NIC receive help from their mothers or older siblings at home in learning English.

The English Scores

In this study, all student participants' English learning achievement were represented by their English Scores. The English teachers in the school discussed the criteria to evaluate students' English performances at the beginning of each academic year. In these English scores, students' formative assessment results and summative assessment results such as paper-and-pencil test scores, oral test scores, assignment scores, and English class participation scores in the first semester of 2010 of all student participants were collected and compared.

English Learning Attitude Scale

An English Learning Attitude Scale adapted from Chen's study (2004) is used to look into participants' English learning attitude. All student participants were asked to fill out the English Learning Attitude Scale. Results of the scale would be computed, analyzed and compared. This four-point Likart-type scale has been adopted in a lot of studies pertaining to English learning attitude and has both content validity and high reliability ($\alpha=.9479$). The attitude scale is divided into six dimensions: (1) Students' attitude toward school English course; (2) Students' attitude toward learning English autonomously; (3) Students' attitude toward doing English homework; (4) Students' attitude toward the English teacher; (5) Students' attitude toward the English teaching at school; (6) Students' motivation toward English learning. A seventh dimension

pertaining to students' English learning efficacy was added to examine whether or not students' achievement meet the demands made by MOE's English Curriculum Guidelines. All of the questions in this scale were discussed and adjusted by the researcher and her advisor before formalization to ensure validity. Eleven elementary school teachers teaching the fifth and sixth grades and a university TESOL professor were consulted to further ensure the content validity of the scale. Items not suitable for this research were rejected. Cronbach α coefficient was measured to insure internal consistency reliability. The Cronbach α Coefficient of this attitude scale is 0.967 (Appendix G), which denotes that this scale has a very high internal consistency reliability. For a review of the entire attitude questionnaire, please refer to Appendix B.

Group Interview for New Immigrant Children

In order to get an in-depth understanding about students' perception about their English learning, a semi-structured group interview was employed in this study to learn more about students' English achievement, attitude and learning challenges. NIC in five and six grades were asked to attend a group interview to discuss about their achievement, their attitude, and the challenges they face while learning English. As Nunan (1992) contended that "semi-structured interview gives interviewee a degree of power and control over the course of the interview. It also gives the interviewer a great deal of flexibility. Most importantly, it gives one privileged access to other people's lives.", it would be suitable to be applied in this study to learn more about NIC's English learning situation. In the interview, three aspects about English

learning challenge were investigated. The first aspect looked into participants' own perception toward learning the English subject. Questions such as "Do you work hard to learn English? How?", "What do you think you can do to learn English well?" were asked. The second aspect looked into participants' English learning environment at home. Questions such as "Do you review English at home?", "Does your father/mother help you review your English at home?" were discussed. The third aspect looked into the challenges participants face in learning English at the school setting. Questions such as "Do you enjoy learning English at school?", "Do you think it is difficult to learn English at school? Why?" were asked. All questions in the interview were generated by discussions and negotiations among the researcher and her English-teaching colleagues to ensure their adequacy. Before implementation, the researcher discussed with her advisor about each question to make sure that each question was appropriate to answer the research question. For a review of the entire interview questions, please refer to Appendix C.

Interview for English Teachers

A semi-structured interview exploring English teachers' perspectives about students' English learning is designed by the researcher. Two English teachers, one formal teacher with four years experience in teaching elementary school English, the other substitute teacher with more than eight years experience in teaching English, participated in an interview to share their experiences and opinions about NIC's English learning situation. These two English teachers were the only English teachers other than the researcher herself teaching at the school at the time of the study. The

two English teachers were given a list of NIC and asked by the researcher a half year earlier to pay special attention to NIC's learning behaviors in their English classes. All the interview questions were generated through discussions between the researcher and her advisor. In this interview, teachers' viewpoints about NIC's English learning achievement, attitude and challenges were discussed. Teachers were encouraged to elaborate on their perspectives about NIC's English learning situation. Teachers were also encouraged to come up with some feasible ways to help English-learning low-achieving students. For a review of the entire interview questions, please refer to Appendix D.

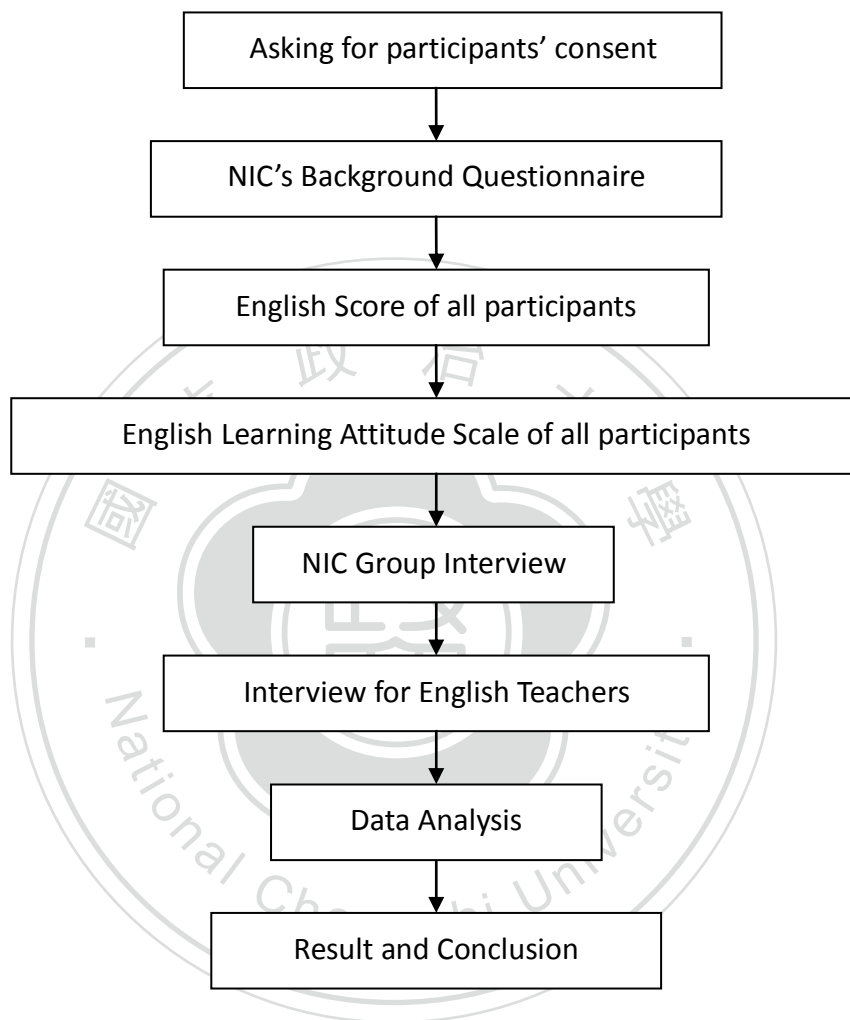
Procedure

The procedures (See Figure 3.1) in this study are as followed:

Before conducting the study, a form (Appendix E) asking for student participants' consent to take part in this study was given to all potential participants to take home to their parents. In this form the purpose and procedure of this study were briefly explained. Potential participants' parents were asked whether they agreed or disagreed with their children's partaking in this study. If they disagreed, their children would simply be dropped out of this research. All the participants' names and identities would be kept in secret.

Figure 3.1 shows the procedures of this study.

Figure 3.1 Procedures of the Study



For the formal study, first, all NIC were given a Background Questionnaire to fill out. They could take this questionnaire home to finish it with the help of their parents and then return it back to the researcher.

Second, all student participants' English scores, including NIC's and TC's, were collected.

Third, all participants were gathered together at the same time to fill out English Learning Attitude Scale at school. The participants had forty minutes to finish this scale. All participants were asked to indicate the extent to which they agreed or disagreed with these questions by marking one of the four responses ranging from 'strongly agree' to 'strongly disagree'. When 'strongly agree' was marked, the participant scored '4' points in that question; when 'agree' was marked, '3' points was scored; when 'disagree' was marked, '2' points was scored; when 'strongly disagree' was marked, '1' point was scored. The mean score of the forty-five questions stood for the participant's attitude toward learning English. The higher the mean score was, the more positive the participant's attitude toward learning English was. The score for the reverse-coded questions in this scale would be the opposite of the positive-coded questions, which meant that the higher the score was, the more negative the participant's attitude toward learning English was.

Fourth, a group interview for NIC was conducted in this study. The researcher notified these participants one week before the interview to assure their participations. The day before the interview, the researcher informed these participants to confirm their attendances. The participants sat in circle with the researcher in the center of the circle and took turns answering the questions. Discussions in the interview were recorded and transcribed for further analysis.

Finally, the two English teachers in the school negotiated with the researcher for an appropriate time for the interview. Discussions in the interview were recorded and transcribed for further analysis.

Data Analysis

The SPSS/PC 18.0 for Windows was used for quantitative data analysis. In this study, descriptive statistics, independent sample *t*-test, and Pearson product-moment correlation were adopted to answer different research questions.

To answer research question 1: “How well do NIC achieve in the English subject? Are they generally high-achievers or low-achievers? Are there any differences between NIC’s English achievement and TC’s English achievement?”, independent sample *t*-test was used to compare NIC’s English scores and TC’s English scores to find out whether NIC were high-achievers or low-achievers in the English subject, and whether there was a significant difference between NIC’s and TC’s English achievement.

To answer research question 2: “What was NIC’s attitude toward learning English? Did NIC generally have a positive attitude or a negative attitude toward English learning at school? Are there any differences between New Immigrant Children’s English learning attitude and Taiwanese Children’s English learning attitude?”, the scores of all the participants’ responses to the questions on the four-point Likart-type attitude scale were computed. Descriptive statistics was used to illustrate NIC’s and TC’s English attitudes. Independent sample *t*-tests were then adopted to compare the scores of NIC and the scores of TC to find out whether there existed a discrepancy between NIC’s and TC’s English learning attitude. The scores of the respective seven dimensions and the whole attitude scale would all be compared to find out if there were significant differences.

To answer research question 3: “Was there a correlation between NIC’s English

achievement and learning attitude?”, Pearson product-moment correlation would be performed to examine the relationship between individual NIC’s English achievement and learning attitude.

To answer research question 4: “What kind of challenges do these NIC face while they are learning English at school?”, the verbatim transcription of NIC’s group interview was organized by the researcher into appropriate categories on the basis of the pre-determined three aspects: (1) NIC’s own perception toward learning the English subject; (2) NIC’s English learning environment at home; (3) The challenges NIC face in learning English at the school setting. Common themes were singled out for further exploration.

To answer research question 5: “What are English teachers perceptions about these NIC’s English learning?”, the verbatim transcription of the interview for English teachers was examined by the researcher. The content of the transcription was analyzed on the basis of the three aspects: (1) NIC’s English learning condition; (2) Challenges NIC face when learning English; (3) Feasible ways to help NIC improve their English.



CHAPTER FOUR

RESULTS

This chapter reports the results of the statistic and qualitative data collected and analyzed in this study. The results consist of six sections. The first section reports the results for Research Question 1 - How well do NIC achieve on the English subject? Are they generally high-achievers or low-achievers? Are there any differences between NIC's English achievement and TC's English achievement? The second section answers Research Question 2 - What is NIC's attitude toward learning English? Do NIC generally have a positive attitude or a negative attitude toward English learning at school? Are there any differences between NIC's English learning attitude and TC's English learning attitude? The third section reports the results for Research Question 3 - Is there a correlation between NIC's English achievement and learning attitude? The fourth section shows the results of the interview for NIC to answer Research Question 4 - From the perspective of NIC, what kind of challenges these NIC face while they are learning English at school? The fifth section reports the results of the interview for English teachers to answer Research Question 5 - From the perspective of English teachers, what are these NIC's English learning conditions in class? What challenges do these NIC have to face to learn English? Are there feasible ways to help these NIC? In the sixth section, a summary of all the findings in this study is presented.

Participants' English Performances: NIC's vs. TC's

This section reports the comparison of NIC's and TC's English Scores to examine whether or not NIC perform as well as TC on the English subject.

Participants' English Scores

Table 4.5 shows the average English scores of all NIC and TC participants.

Table 4.1 English Average Scores of All NIC and TC Participants

New Immigrant Children		Taiwanese Children	
5 th Graders	6 th Graders	5 th Graders	6 th Graders
Average: 79.79	Average: 82.30	Average: 89.73	Average: 88.39
Average: 80.69		Average: 89.06	

*For the original English scores of all NIC and TC participants, please refer to Appendix F.

Table 4.1 shows that all NIC's English mean score is 80.69, while all TC's English mean score is 89.06. It appears that NIC perform not as well as TC on the English subject.

t-test Comparison of NIC's and TC's English Scores

This section shows the comparison of participants' English scores with independent *t*-test to see whether there are any differences between NIC's English achievement and TC's English achievement.

Table 4.2 Independent *t*-test of Participants' English Scores

Grade	Participants	English Score			Levene's test		<i>t</i> -test	
		No.	Mean	SD	F value	p value	t value	p value
5 th	NIC	9	79.79	14.03	0.69	0.410	-1.96	0.058
	TC	30	88.39	10.77				
6 th	NIC	5	82.30	10.65	0.06	0.815	-1.82	0.078
	TC	30	89.73	8.11				
5 th and 6 th	NIC	14	80.69	12.55	1.20	0.276	-2.79	0.007
	TC	60	89.06	9.48				

* $p < 0.01$

Table 4.2 shows that with independent *t*-test, fifth grade NIC's English average score (Mean=79.79) is not significantly different from fifth grade TC's English average score (Mean=88.39; $t = -1.96$, $p = 0.058$). Sixth grade NIC's English average score (Mean=82.30) is also not significantly different from sixth grade TC's English average score (Mean=89.73; $t = -1.82$, $p = 0.078$). As a whole, TC's English average score (Mean=89.06) is significantly higher than NIC's English average score (Mean=80.69; $t = -2.79$, $p = 0.007$), which means NIC are generally lower-achievers in the English subject compared to TC. Standard Deviation of NIC (SD=12.55) is larger than that of TC (SD=9.48), which indicates that NIC perform more divergent than TC. Their English performances are not distributed as average as those of the TC's. The finding that looking separately, fifth grade NIC's English score is not different from that of fifth grade TC, and sixth grade NIC's English score is not different from that of sixth grade TC is probably due to the fact that there are only nine fifth grade NIC

participants and five sixth grade NIC participants. With so few participants, it is improper to make an evidently comparison with *t*-tests.

NIC's English Learning Attitude: NIC's vs. TC's

In this section, on the basis of participants' responses on the English Learning Attitude Scale, NIC's English learning attitude is compared statistically with that of TC's to find out whether NIC have a positive or negative attitude toward learning English. For the average score of each question responded by the participants, please refer to Appendix H. Table 4.3 to 4.10 present the results of the comparisons with independent *t*-tests. A brief summary is shown at the end of this section.

Table 4.3 *t*-test Comparison – Dimension 1: Students' Attitude toward School English Course

Dimension 1: Students' Attitude toward School English Course							
Participants	No.	Mean	SD	Levene's test		t-test	
				F value	p value	t value	p value
NIC	14	2.75	0.70	0.976	0.327	-1.654	0.102
TC	60	2.38	0.77				

* $p < 0.05$

** $df = 72$

Table 4.3 shows that in Dimension 1, in regard to students' attitude toward school English course, NIC's mean score (Mean=2.75) is higher than that of TC's (Mean=2.38), thus indicating that NIC may have a more positive attitude toward school English course than TC.

With *t*-test comparison, no significant difference between NIC's and TC's attitude

toward school English course ($t=-1.624$, $p=0.102$) is found. This indicates that although NIC's score is higher than TC's, statistically, there is no difference between their attitudes toward school English course.

Table 4.4 *t*-test Comparison – Dimension 2: Students' Attitude toward Learning English Autonomously

Dimension 2: Students' Attitude toward Learning English Autonomously							
Participants	No.	Mean	SD	Levene's test		t-test	
				F value	p value	t value	p value
NIC	14	2.80	0.54	2.564	0.114	-0.467	0.642
TC	60	2.70	0.73				

* $p < 0.05$

** $df=72$

Table 4.4 shows that in Dimension 2, concerning students' attitude toward learning English autonomously, NIC's mean score (Mean=2.80) is higher than that of TC's (Mean=2.70), thus signifying that NIC may have a more positive attitude toward learning English autonomously than TC.

With *t*-test comparison, no significant difference between NIC's and TC's attitude toward learning English autonomously ($t=-0.467$, $p=0.642$) is found. This signifies that although NIC's score is higher than TC's, statistically, there is no difference between their attitudes toward learning English autonomously.

Table 4.5 *t*-test Comparison – Dimension 3: Students’ Attitude toward Doing English Homework

Dimension 3: Students’ Attitude toward Doing English Homework							
Participants	No.	Mean	SD	Levene’s test		t-test	
				F value	p value	t value	p value
NIC	14	2.75	0.47	1.061	0.306	0.039	0.969
TC	60	2.75	0.69				

* $p < 0.05$

** $df = 72$

Table 4.5 shows that in Dimension 3, pertaining to students’ attitude toward doing English homework, NIC’s mean score (Mean=2.75) is exactly equal to that of TC’s (Mean=2.75), denoting that NIC and TC have similar attitude toward doing English homework.

With *t*-test comparison, no significant difference between NIC’s and TC’s attitude toward doing English homework ($t = 0.039$, $p = 0.969$) is found. This denotes that statistically, there is no difference between their attitudes toward doing English homework.

Table 4.6 *t*-test Comparison – Dimension 4: Students’ Attitude toward the English Teachers

Dimension 4: Students’ Attitude toward the English Teachers							
Participants	No.	Mean	SD	Levene’s test		t-test	
				F value	p value	t value	p value
NIC	14	2.89	0.79	0.607	0.438	-0.157	0.294
TC	60	2.62	0.90				

* $p < 0.05$

** $df = 72$

Table 4.6 shows that in Dimension 4, regarding students' attitude toward the English teachers, NIC's mean score (Mean=2.89) is higher than that of TC's (Mean=2.62), thus indicating that NIC may have a more positive attitude toward the English teachers than TC.

With *t*-test comparison, no significant difference between NIC's and TC's attitude toward English teachers ($t=-0.157$, $p=0.294$) is found. This indicates that although NIC's score is higher than TC's, statistically, there is no difference between their attitudes toward the English teachers.

Table 4.7 *t*-test Comparison – Dimension 5: Students' Attitude toward the English Teaching at School

Dimension 5: Students' Attitude toward the English Teaching at School							
Participants	No.	Mean	SD	Levene's test		t-test	
				F value	p value	t value	p value
NIC	14	2.93	0.78	0.014	0.907	-2.022	0.047
TC	60	2.48	0.75				

* $p < 0.05$

** $df=72$

Table 4.7 shows that in Dimension 5, which is about students' attitude toward English teaching at school, NIC's mean score (Mean=2.93) is a lot higher than that of TC's (Mean=2.48), thus denoting that NIC's attitude toward English teaching at school may be a lot better than that of TC's.

With *t*-test comparison, NIC's attitude is significantly better than that of TC ($F=0.014$, $p=0.907$; $t=-2.022$, $p=0.047 < 0.05$). In Levene's test, F value is 0.014, which is smaller than 0.05. However, the p value of Levene's test is 0.907, which is

larger than 0.05, signifying that the two groups of participants' variances are not significantly different.

The possible reason that NIC's English learning attitude concerning English teaching at school is better than that of TC is perhaps due to the fact that most NIC in this study do not go to English cram-schools while most TC have the chances to go to English cram-schools. For NIC, learning English at school is their only English learning experience, while TC have a variety of English learning experiences in English cram-schools. While NIC maintain a sense of freshness in learning English at school, TC probably get tired of learning English at school because they have already learn a lot in English cram-schools. This presumably accounts for NIC's better English learning attitude regarding English teaching at school.

Table 4.8 *t*-test Comparison – Dimension 6: Students' Motivation toward English Learning

Dimension 6: Students' Motivation toward English Learning							
Participants	No.	Mean	SD	Levene's test		t-test	
				F value	p value	t value	p value
NIC	14	3.31	0.58	0.500	0.482	-0.452	0.652
TC	60	3.22	0.69				

* $p < 0.05$

** $df = 72$

Table 4.8 shows that in Dimension 6, regarding students' motivation toward English learning, NIC's mean score (Mean=3.31) is higher than that of TC's (Mean=3.22), thus signifying that NIC's motivation toward English learning may be better than that of TC's.

With *t*-test comparison, no significant difference between NIC's and TC's motivation toward English learning ($t=-0.452$, $p=0.652$) is found. This signifies that although NIC's score is higher than TC's, statistically, there is no difference between their motivation toward English learning.

Table 4.9 *t*-test Comparison – Dimension 7: Students' English Learning Efficacy

Dimension 7: Students' English Learning Efficacy							
Participants	No.	Mean	SD	Levene's test		t-test	
				F value	p value	t value	p value
NIC	14	2.64	0.61	1.023	0.315	1.023	0.310
TC	60	2.88	0.80				

* $p<0.05$

** $df=72$

Table 4.9 shows that in Dimension 7 concerning students' English learning efficacy, NIC's mean score (Mean=2.64) is smaller than that of TC's (Mean=2.88), thus indicating that NIC may be less confident about their English learning efficacy than TC.

With *t*-test comparison, no significant differences between NIC's and TC's English learning efficacy ($t=1.023$, $p=0.310$) is found. This indicates that although NIC's score is lower than TC's, statistically, there is no difference between their English learning efficacy.

Table 4.10 *t*-test Comparison of NIC’s and TC’s English Learning Attitude as a Whole

NIC’s and TC’s English Learning Attitude as a Whole							
Participants	No.	Mean	SD	Levene’s test		t-test	
				F value	p value	t value	p value
NIC	14	2.87	0.52	1.056	0.308	-0.820	0.415
TC	60	2.72	0.63				

* $p < 0.05$

** $df = 72$

Table 4.10 shows that looking at NIC’s and TC’s English learning attitude as a whole, NIC’s mean score (Mean=2.87) is higher than that of TC’s (Mean=2.72), thus indicating that NIC may have a more positive attitude toward English learning than TC.

With *t*-test comparison, no significant difference between NIC’s and TC’s English learning attitude ($t = -0.820$, $p = 0.415$) is found. This indicates that although NIC’s score is higher than TC’s in the English Learning Attitude Scale, statistically, there is no difference between NIC’s and TC’s English learning attitude. Levene’s test ($F = 1.056$, $p = 0.308$) shows that the two groups of participants do not manifest an inequality in variances.

A Summary of the Attitude Scale Results

Comparing the mean score of the seven dimensions in the attitude scale, it is found that five dimensions, including students’ attitude toward school English course, students’ attitude toward learning English autonomously, students’ attitude toward the

English teachers, students' attitude toward the English teaching at school, and students' motivation toward English learning, show that NIC have higher scores than TC. Dimension 3 shows that NIC's score is equal to that of TC's concerning their attitude toward doing English homework. Only Dimension 7 shows that NIC's score is lower than TC's regarding their English learning efficacy.

With *t*-test comparisons, the whole scale shows that there is no significant difference between NIC's English learning attitude and TC's English learning attitude. Of the seven respective dimensions in the scale, six dimensions, including students' attitude toward school English course, students' attitude toward learning English autonomously, students' attitude toward doing English homework, students' attitude toward the English teachers, students' attitude toward the English teaching at school, and students' motivation toward English learning, show that there are no significant differences between NIC's and TC's English learning attitude, meaning that NIC's English learning attitudes in these six dimensions are just as good as those of TC's. Only Dimension 5 shows that NIC's attitude toward the English teaching at school is significantly better than that of TC's.

Correlation between NIC's English Achievement and Learning Attitude

This section reports whether there exists a correlation between NIC's English achievement and learning attitude conducted with Pearson product-moment correlation.

Table 4.11 Pearson Product-moment Correlation of NIC’s English Total Score and English Learning Attitude

r-value	English Total Score		
	All	NIC	TC
English Learning Attitude	0.004	-0.151	0.060
p value	0.972	0.606	0.651

*p<0.05

According to Table 4.11, there is no correlation between NIC’s English Total Score and English learning attitude ($r=-0.151$, $p=0.606$). There is no correlation between TC’s English Total Score and English learning attitude ($r=0.060$, $p=0.651$) as well.

Results of NIC’s Group Interview

This section addresses the results of NIC’s group interview pertaining to their English learning condition. In accordance with the verbatim transcription of the interview, NIC’s own perception toward learning the English subject, NIC’s English learning environment at home, and the challenges NIC face in learning English at the school setting are presented as followed. For part of the verbatim transcription of the interview, please refer to Appendix I.

NIC’s Perception toward Learning English

Almost all NIC believe that learning English is important, except for NIC-1, who believes that because English is not our native language, it is not important. She

expressed her reasoning:

“I don’t think learning English is that important. It’s not our native language. We should learn our native language well first before we think of learning a foreign language.” (5/26/2011)

Some NIC convey the reasons that they think learning English is very important. Several of them believe English is the language for commerce. They think if somebody wants to do business internationally, he/she has to learn English. NIC-2 thinks that English is the language for traveling. If someone has plans to travel abroad in the future, he/she has to learn English. NIC-2 also thinks that in order to get into a good college, he has to learn English well. NIC-9 likes to cook, and he would like to share and exchange his cooking recipes with people from other countries. This is the reason he believes that learning English is important. Three of the sixth grade NIC, NIC-10, 11 and 13, like to surf the Internet and play on Facebook. They think in order to communicate on the Internet, they have to learn English well.

Of all the NIC, only NIC-1 thinks that she works hard to learn English, which is surprising since she is also the only student to think that learning English is not important. The other thirteen NIC are very honest to admit that they do not work hard enough on the English subject even though they agree learning English is important.

They give various reasons:

NIC-9: “Learning English is more tiring than learning other subjects.”
(5/26/2011)

NIC-5: “There’re just too many letters in an English word. It’s very hard for me to memorize long words. So, I just give up.” (5/26/2011)

NIC-11: “I’ve already learned what is taught in English classes in cram-school. I think learning English at school is boring. It’s also too much pressure.”

(5/26/2011)

NIC-10: “Learning English interferes with learning other subjects. If I have to learn English and math at the same time, I will choose learning math, since I think English is of no use to me at present.” (5/26/2011)

NIC-13: “I just don’t feel the need to learn English.” (5/26/2011)

Even though almost all NIC admit that they did not work hard enough to learn English, many of them promise to work harder in the future. They also propose some ways they think that can help them improve their English learning:

NIC-1: “If I have any questions, I’ll go ask my classmates or the teacher.”

(5/26/2011)

NIC-9: “I like to use the computer to search the information about English. I also like to watch English films with subtitles.” (5/26/2011)

NIC-11: “I can look up words I don’t understand on my electronic translator.”

(5/26/2011)

NIC-7: “I will try to take part in more practice activities in English classes in the future.” (5/26/2011)

NIC-2: “I have a mini English picture dictionary. I can just put it in my pocket and bring it with me all the time and look into it more often” (5/26/2011)

NIC-12: “I’ll review what the English teacher teaches right after the class. This makes it easier for me to memorize the new words and phrases.” (5/26/2011)

NIC's English Learning Environment at Home

Of all the fourteen NIC, only NIC-2, 5, 9, 10, 12 study English when they are at home. The other nine NIC admit that they leave English at school and do not ever study English until before English mid-term and final exams take place. The five NIC who study English at home all have someone to help them review English. NIC-2, 10, and 12 are assisted by their mothers. NIC-5 is help by her older sister, and NIC-9 is helped by his older brother. NIC-12, whose mother came from the Philippines, however, mentions that her mother can only help her when she is not too busy with work. Most of the time she studies English by herself. She described:

“Although my mother occasionally talks to me in English, she barely has time to help me study school English. It’s only when she is not busy that she will help me. Most of the time I study English by myself. It’s when I have some questions concerning English that I’ll go ask her. She’ll then try to make time to help me.”
(5/26/2011)

The five NIC study English about three to six times a week, ten to forty minutes each time, depending on how much spare time they have after they work on other subjects.

NIC-5, 8, 9, 11, 12, 13’s fathers have discussed with them the importance of learning English well, and NIC-2, 3, 4, 7, 8, 9, 11, 12, 13, 14’s mothers have told them that learning English is very important. NIC-8’s father specifically told him that if he wants to study abroad in the future, he has to work hard on his English. That’s why his father sent him to English cram-school when he was in first grade. NIC-11’s father and mother are both businesspersons. They instilled in him a concept that if he wants

to do business with people from other countries and make a lot of money, he has to learn English well.

Several NIC have English extra reading materials other than textbooks at home, which includes English picture books, story books, comic books and cartoon DVDs. They all said that they enjoy reading these English after-school reading materials more than reading English textbooks. NIC-2 describes that he takes his English mini picture dictionary with him everywhere all the time. These NIC spend one to three hours reading English extra reading materials every week. Their parents also encourage them to read more English extra reading materials.

Two of the NIC like to watch English programs on television. NIC-2 watches 'Let's Talk in English' on Public Television Channel about two to four times a week when he has time. He thinks the teachers on the program are humorous. NIC-5 likes to watch various programs on Discovery Channel. She describes:

"I enjoy watching all kinds of programs on Discovery Channel. They are all in English. I think I probably spend too much time watching programs on Discovery Channel. My father sometimes scolds me for watching too much TV. But I really like Discovery Channel. The programs are fun and inspiring." (5/26/2011)

Both NIC-2 and NIC-5 watch these English programs by themselves without the company of their parents or other family members.

Challenges NIC Face in Learning English at School

Most fifth grade NIC like the English course at school, while all sixth grade NIC dislike the English course at school. The fifth grade NIC like the English course

because of various reasons:

NIC-1: “The English teacher talks funny and acts funny in class.” (5/26/2011)

NIC-2: “I like the practice activities. I especially like the ‘No Chinese’ part because if we do speak Chinese during practice, the punishment – getting a kiss from the teacher – is very yucky but very funny.” (5/26/2011)

NIC-7 and NIC-9: “We like the games. When the English teacher let us play games, everyone wants to play so we all raise our hands. Playing the games is fun.” (5/26/2011)

NIC-3 and NIC-4: “We like to collect stamps from the teacher so we can exchange them for the ‘Harry Potter Candy’. We like to participate in English activities.” (5/26/2011)

The sixth grade NIC list the reasons they dislike English course as followed:

NIC-10: “English is boring. I usually fall asleep during English class.” (5/26/2011)

NIC-11: “The school English course is too easy for me. I’ve already learned all in cram-school. I am usually very bored during English class.” (5/26/2011)

NIC-13: “The English teacher is mean. She scolds us all the time and gives us too much homework. I don’t think English class is fun.” (5/26/2011)

NIC-14: “I don’t understand what the English teacher says. She always talks in English and she talks very fast. I just don’t understand what she says.” (5/26/2011)

NIC-5, 8, and 11 think that school English course is too easy for them because

they have already learned more in cram-schools. Almost all other NIC think that school English course is not too easy and not too difficult for them. It is just at the right level for them. NIC-14 admits that school English course is very difficult for her because she does not understand a word the English teacher says.

Most NIC admit they do not pay full attention during English classes. The fifth grade NIC attribute this to too many activities causing them to get too excited and cannot concentrate. The sixth grade NIC attribute this to too boring English classes which make them unable to be attentive. Several students also give different reasons:

NIC-2: “When we are playing games, some of my classmates get too excited and make weird sounds, which distracts me and make me lose my concentration.”
(5/27/2011)

NIC-5: “When we practice memorizing the new words, I get dazed because there’re just too many letters in the words.” (5/27/2011)

NIC-9: “I have to help my mom do handicrafts to make money, so I often sleep late. I usually don’t go to bed until eleven o’clock. I feel sleepy during the day all the time. That’s why I can’t concentrate in all the classes.” (5/27/2011)

NIC-11: “The English classes are just too easy and too boring for me. I lose my concentration all the time.” (5/27/2011)

NIC-1 admits that she feel anxious and nervous because she cannot seem to follow up with her classmates on the English subject. She is afraid she will be laughed at by her classmates because her English is not good enough. She is also envious of her classmates who can go to English cram-schools.

Almost all NIC like to play games. They believe with more games, they will enjoy learning English more. Fifth grade NIC also like to watch extracurricular English video clips their English teacher shows them, such as ‘Peppa Pig’, ‘Michael Jackson’, ‘Susan Boyle’ and funny clips collected from YouTube. They hope their English teacher can show them more extracurricular English video clips. Sixth grade NIC hope their English teacher can be funnier in class. They believe it will help them like English a bit more.

NIC-1, 2, 3, 5 and 12 admit that they are envious of those students who are good in English. They give several reasons why they think that those students’ English is good:

NIC-1: “They preview English before English classes.” (5/27/2011)

NIC-2: “They pay a lot of attention during English classes.” (5/27/2011)

NIC-1: “They go to English cram-schools after school.” (5/27/2011)

NIC-4: “They practice speaking English a lot.” (5/27/2011)

NIC-2: “They eagerly take parts in English practice activities and games during English classes. When it’s time to study, they also study eagerly.” (5/27/2011)

NIC-9: “They review English right after the classes.” (5/27/2011)

NIC-5: “Even though their English is good, they still work hard during English classes.” (5/27/2011)

Most NIC believe that by imitating these good English learning behaviors, their English can get better as well. They agree to try to work harder in learning these good

English learning behaviors.

Regarding the content of school English course, most NIC agree that they understand what the English teachers teach. NIC-6 admits that sometimes he cannot get a grasp of what his teacher teaches. NIC-14 is very honest to admit that she does not understand a word her English teacher says. She concedes that she just follows along with her classmates and just does what they do.

Most NIC, especially fifth graders, think that they really work hard while their English teachers are teaching the new words and phrases. However, they also admit that new words, especially long words, are really difficult to memorize just by concentrating during the teaching. They have to make extra effort to memorize the words. With the exception of NIC-5, 8, and 11, who all go to cram-schools, most NIC will forget the words or phrases before the next English session without the extra effort.

Most NIC, with the exception of NIC-1, 8, and 11, would read aloud with the English teachers when the teachers read the content of the textbooks. NIC-1, 8, and 11 give different reasons why they do not like to read aloud:

NIC-1: "I'm afraid when I read incorrectly, I'll be laughed at by my classmates."
(5/27/2011)

NIC-8: "I just don't like to read aloud." (5/27/2011)

NIC-11: "Reading the textbook is boring. I've already read a lot in cram-school. I don't want to read aloud at school anymore." (5/27/2011)

Only about half of the NIC like to actively take parts in role-playing activities.

The other half think they are shy and are afraid to be mocked by their classmates.

NIC-2 likes to take part in role-playing activities because he likes to act. NIC-8 takes part in role-playing activities because he thinks they are good opportunities for him to practice his English speaking.

Most NIC actively participate in classroom question-and-answer practice activities with their classmates, with the exception of NIC-9, 11, 13, and 14. NIC-9 and 14 admit they do not know what to do during these activities. NIC-11 and 13 just think these activities are boring.

Most NIC would sing the songs in each English lesson, with the exception of NIC-3, 8, and 11, who think the songs in each English lesson sound really awful, so they do not want to sing bad songs.

Regarding English homework, only NIC-1, 3, 6, 7, 13 and 14 think they work hard to do English homework. Other NIC all admit they do not pay special attention to doing English homework. They give different reasons:

NIC-9: “I don’t know how to do most of my English homework. Even if I go ask my classmates, they won’t be able to tell me how to do my English homework.” (5/27/2011)

NIC-2: “There’s already too much homework on other subjects. I just don’t want to put too much effort on English homework.” (5/27/2011)

NIC-11: “My English is good, so I don’t have to work hard on my school English homework. I just don’t mind doing school English homework.” (5/27/2011)

NIC-3, 4, 9, 12, 13, and 14 admit they need help when doing English homework.

They usually ask their best friends in class for help.

NIC-8 and NIC-11 think that school English tests are too easy for them. They have already learned more complicated English in cram-schools. They admit they do not even have to study for school English tests. NIC-1, 2, 3, 4, 5, 9, 10, 12, and 13 think school English tests are just at the right level for them. They think school English tests are not too easy and too difficult if they study before the tests. NIC-6, 7, and 14 think school English tests are very difficult for them. They think even if they study hard before the tests, they will not do well because the tests are just too difficult.

When NIC have difficulties about school English, they mostly go ask their classmates for help. They also go ask teachers' assistants (英語小老師) for help usually. NIC-2, 5, 7 and 13 sometimes ask their English teachers for help. NIC-6, 9, 11 and 12 will ask their parents for help. No one try to just ignore the difficulties and forget about them.

Most of the NIC would like to join the English remedial programs school offers, with the exception of NIC-8, 9 and 11. They believe English remedial programs will help them improve their English. NIC-8 and 11, who go to cram-schools after school, believe their English is good enough. NIC-8 has to help her mother do crafts to make money, so he does not have time for English remedial programs.

NIC-5, 8, and 11, who go to English cram-schools after school, all believe that cram-schools help them a lot in learning English. NIC-1 admits that she is envious of those who can go to English cram-schools. She would like to go to English cram-school if her parents would let her.

Almost all the NIC think this interview help them a lot in learning English. By

openly discuss their English learning conditions, they learn a lot about how to study English. They think that now that the English teacher understands their problems and demands, she can try to think of some ways to help them improve their English. By sharing opinions about learning English, they also learn that they are not alone in learning English. A lot of schoolmates have the same difficulties in learning English. They believe by paying full attention in class, working harder in memorizing new words and phrases, asking questions when needed, imitating the good learning behaviors of other schoolmates whose English is good, taking more active parts in English activities, and communicating with the English teachers when they have questions, their English will also improve.

▪ **Results of the Interview for the Two English Teachers**

This section presents the results of the interview for English teachers in order to find out NIC's English learning condition. Based on the interview data, which was transcribed verbatim, NIC's English learning conditions, challenges and feasible remedial policies are showed as followed. For part of the verbatim transcription of teachers' interview, please refer to Appendix J.

Two English Teachers' English Teaching Experiences

The two English teachers, TA and TB, interviewed in this study have different English learning and teaching backgrounds. TA is a regular English teacher who teaches sixth graders at the time of the study. She graduated from an educational university majoring in Mandarin Teaching and minoring in English Teaching. After

graduation, she spent a year teaching English at a cram-school and another year substituting at a rural elementary school, teaching third-graders. Then she came to the present school. She has been teaching English in this school for four years. TB is a substitute English teacher who teaches fourth graders at the time of the study. She went to college in New Zealand and majored in math. After she came back to Taiwan, she started to teach English in a professional high school and in several cram-schools. She also taught English in a kindergarten for a year. Then she began to substitute teaching English in the present school. She has been a substitute English teacher substituting in this school for seven years.

NIC's Learning Attitude in English Classes

According to the responses from the two English teachers who teach these NIC, except for taking parts in question and answer contests with prizes and some English games they are interested in, NIC's English learning attitudes are not as good as TC's in most English classes. TB described their learning attitude in English class as:

“They just sit there during English class, doing nothing. You don't even know whether they are paying attention or not; whether they understand or not. They just sit there passively.” (5/20/2011)

TA said that these NIC are mostly rule-abiding students. She illustrated their behaviors in class as:

“Except for NIC-11, who is very outgoing and sometimes a bit naughty in class, most of the NIC I teach are very rule-abiding in English class. This does not mean that they like to participate in class activities. They mostly do what is

required of them, but nothing else is done actively by them to try to improve their English performances. Sometimes I wonder whether they really care about the English subject or not.” (5/20/2011)

TB said that it is easy to forget that these NIC exist in class:

“They just sit there doing nothing. They don’t speak up, they don’t like to participate in classroom activities, and they don’t do anything bad. If I don’t pay special attention to them, it is very easy for me to overlook them.” (5/20/2011)

TA depicted that these NIC’s proficiency in Mandarin may influence their confidence in learning other subjects such as English.

“I think maybe because some of these NIC don’t have a good command of Mandarin, their performances on other subjects are not very good, either. Their poor performances on most school subjects probably cause them to lose confidence in learning, including learning English.” (5/20/2011)

As a whole, these NIC often show shyness, reticence, rule-abiding, passivity and lack of confidence during English classes. These passive attitudes often lead teachers to overlook them during class. English teachers only notice their poor performances after they see these NIC’s poor grades on the English subject. Most NIC display a lack of concern even when they do not do well in English exams.

NIC’s English Learning Achievement

With the exception of two 5th-grade NIC, NIC-5 and NIC-8, who have been learning English in cram-school since they were in first grade, all the other NIC’s English scores are below average. They can only meet very few goals set out in the

English Curriculum Guidelines.

Regarding the listening ability in the guidelines, most NIC can only understand very basic classroom English and daily conversational English such as ‘Stand up’ and ‘Sit down’ and cannot understand longer sentences. TB indicated that although they do not understand what the teacher just said, most of them try to follow along with their classmates. She described:

“They can understand frequently used classroom English, such as ‘Stand up’ and ‘Sit down’. However, when the sentence gets longer, or when I use a not-so-frequently-used sentence, for example, when I said: “Take out your workbook and open it to page eleven”, they usually don’t know what to do. Nonetheless, they would try to follow what their classmates do and try to do it.” (5/20/2011)

Most of NIC cannot get a grasp on the vocabulary and phrases the English teacher just taught. They often forget the words or phrases quickly.

Regarding the speaking ability, most of NIC cannot say the English words and phrases they just learned in class, let alone applying daily English learned in class. TA talked about her experience with an NIC student she teaches:

“She’s like a short-circuited parrot. She can repeat the shortest words or phrases, just like a parrot. However, when the words or phrases get longer, she gets confused. She would scramble the words or phrases and make up her own type of enunciation. She sounds just like a short-circuited parrot.” (5/20/2011)

Regarding the reading ability, most of NIC cannot read the English vocabulary taught in class and cannot comprehend simple English sentences. TA suggested that

maybe because in elementary school, with only two sessions a week, English teaching mostly focuses on cultivating students' listening and speaking abilities, whereas reading and writing abilities are kind of neglected. She described:

“There's just too little time to teach students all the abilities set out by the English Curriculum Guidelines, be them NIC or TC. Students have barely enough time to learn to listen and speak, much less to read and write.” (5/20/2011)

Regarding the writing ability, with teachers' help, most NIC can copy exactly the vocabulary they learn in class. However, although they may copy, not many of them understand the meanings of the words they just copied. Most of the fifth-grade NIC and sixth-grade NIC can spell out some of the most frequently used words, such as 'it', 'is', 'I', etc., whereas younger NIC in third and fourth grades usually lack the ability to spell out the most simple words. TA considered copying words the most basic writing ability. Most students, including low-achievers of TC can do that.

Comprehension, however, is 'a totally different story'. She depicted:

“Yeah, they can copy alright. They just can't make the connection between the word they just copy and the meaning of the word. Comprehension, for them, is a totally different story.” (5/20/2011)

Regarding the integrated ability of the four skills in the guidelines, most of NIC can spell out simple English words with the application of phonics rules in the English session. However, probably due to lack of practice by themselves, too much time span in between English classes, or too many words in the learning material, they often forget the words they just learned quickly. TB attributed these to too little time allotted to English classes. She indicated:

“There’re just too many things to teach in such a short time. We have to teach them listening, speaking, reading, writing and phonics in eighty minutes a week. It’s like an impossible mission.” (5/20/2011)

Generally speaking, NIC’s often do not achieve well in the English subject. They usually fail to fulfill the requirement set out by the English Curriculum Guidelines. TA believed that this is not a problem exclusively of NIC. It is a problem of all the low-achievers. It just happened that NIC are in majority low-achievers.

Challenges NIC Usually Face

According to the two English teachers’ responses, NIC usually lack motives to learn English. They do not know why they should learn English. They do not understand when they can use English to communicate. TA believed this is a problem common to all the low-achieving students, not just NIC. She elaborated:

“I think most low-achievers don’t understand why they should learn English. For them, there are just too many subjects to learn at school. English is no difference. They don’t understand why they should learn English. They don’t understand English is a useful tool. They don’t know English is a language to communicate with other people. They just don’t see the usefulness of English. Perhaps they never will.” (5/20/2011)

Due to their frustrating learning experiences in subjects other than English, NIC develop passive and negative attitudes in learning English as well. They do not care whether they do well in English or not. TA depicted:

“Most of the NIC on the list you showed me do not do well on all the other

school subjects, either. They are very passive in learning in general. Because English is not included in the formal mid-term and final exams in the semesters, they care even less for English. They just don't see the point to work hard on a subject that's not even tested in the formal exams.” (5/20/2011)

English is a foreign language in Taiwan. Students in general lack an environment to put English to use. Compared with TC, most of NIC do not have someone to help them review English after class. Also, based on the data collected from their background questionnaires, most NIC come from low socio-economic status families. Therefore, they lack financial support to go to English cram-schools. Of the fourteen NIC who participated in this report, only three (21%) go to cram-schools after school. Of these three NIC, only two do better than average in the English subject. Because of their poor performances on subjects other than English, NIC usually lack confidence in learning, which thereby influences their English learning ability. Most NIC have passive learning attitudes in not only English but other subjects as well. They display quiescence and reticence in class and are usually overlooked by teachers. It is usually when they fail to do well in tests that teachers discover they have difficulties in learning. TB described:

“If you didn't show me the list of NIC beforehand, I wouldn't even notice them. They are mostly very quiet and very passive in my class. They seem to pay attention in class. However, their English scores just don't match their well-behaved demeanors. I used to believe they are attentive, now I think they are mostly just woolgathering.” (5/20/2011)

Both English teachers believed that without timely assistance and remedial

instruction provided by English teachers, these NIC's English performance will only get worse, not better.

Both English teachers believed that learning attitudes have quite an impact on learning achievement. NIC's general poor performances in English are probably correlative to their similar attitudes toward English learning, which are lack of confidence, passivity, and lack of concern for English scores. Why do NIC have these common English learning attitudes? TA observed that NIC mostly come from low socio-economic status families. She described some of them as 'having money trouble even to make ends meet.' Their fathers usually have to work very hard to make money in order to support the families and often do not have time to help NIC with their school learning. The responsibilities to cultivate the children mostly fall on their foreign mothers. These foreign mothers marry into Taiwanese families and have to leave their own countries and learn a new language, be it Mandarin or a Taiwanese dialect, to communicate with Taiwanese people. Because school subjects are mostly taught in Mandarin, when NIC enter kindergartens or elementary schools, their foreign mothers face the challenges of having to help their children with their schoolwork in Mandarin, a language they may not themselves be familiar with. NIC's command in Mandarin influences their learning confidence, which thereby influence their learning all the school subjects, including English. These NIC may speak Mandarin with their mothers' accents. Sometimes, because of their heavy accents, these NIC may even be ridiculed by their schoolmates. These circumstances may account for their lack of confidence, reticence, rule-abiding, and passivity in class. If they do not have a good grasp on Mandarin, they cannot understand what the teachers

teach. Learning Mandarin thus becomes their foremost challenge.

As for the two NIC whose mothers came from the Philippines, where English is the official language, their English scores are not as good as expected. The one in fourth grade scored a lot lower than average, while the one in sixth grade scored a little bit below average. The fourth grader's former English teacher, TA, mentioned that if she took time to ask the student's Philippino mother to help with her child's English learning, the student's English performance would improve a lot. However, if she did not ask the mother to help her child review her English, the student's English performance would fall behind as usual. This indicates that even when parents can speak English, if they do not take time to help their children with their English learning, their children's English performance will not possibly be good.

Feasible Ways to Help NIC

TA and TB both agree that English teachers have the most direct impact on these low-achievers. They think that English teachers should try to encourage these students to develop a more positive attitude toward learning English. At the same time, English teachers usually undertake a thankless task. After consulting with NIC's homeroom teachers, TA and TB find out that some of their new immigrant students already have learning difficulties to begin with. TA said:

“If I find out that one of my students perform very poorly in English, I'll consult with his/her homeroom teacher to see whether this student perform as poorly in other subjects as well. If he/she does, I will think the student already have learning difficulties to begin with. I will be a bit relieved that his/her poor

performance in English is not totally due to my teaching. I will then not place a high demand on that student, because his/her poor performance is not because he/she doesn't try, but because he/she really can't." (5/20/2011)

Both English teachers believed that forty minutes a session, two sessions a week is not enough to teach the English language to the already fell-behind students. In order to help these children, English teachers should not demand too excessive of them but should rather provide encouragements and praises to build their self-confidence. It is also advisable to provide remedial instructions for these children during recess or lunch break. TB, who was teaching a remedial class at the time of the interview, however, expressed some pessimism about her experience:

"In this remedial class, I really work hard to evoke students' interest in learning English. However, most of them just don't care. Sure, they love the games. But when it comes to the hard parts, like reading, writing and finishing worksheets, they just can't do it. Some of them just give up. It's really frustrating."

(5/20/2011)

TA suggested that school administrations should provide foreign mothers with some training. For instance, Mandarin classes can help them learn standard Mandarin. If these foreign mothers have a better grasp on Mandarin, they can better help their children review their schoolwork. Schools can also provide child-rearing programs to teach NIC's mothers to learn some ways to help their children with their homework. Parents' Association can encourage the community to establish Foreign Mothers' Growth Class to cooperate with the schools in helping these mothers. Schools can provide long-term English remedial programs or hand-holding programs (攜手計畫)

for special kids. Schools can also help to train some voluntary good-will mothers to help these minority NIC review their English. Schools should also establish an English-friendly environment to provide students with opportunities to use English. An English-friendly environment will not only benefit these NIC but also benefit TC as well.

Summary of Research Discoveries

In this section, the results of the findings in this research are summarized, including NIC's English learning condition, NIC's own perspectives on their English learning, and English teachers' perspectives on these NIC's English learning.

NIC's English Learning Conditions

With the exception of two NIC who go to English cram-schools, most NIC are low-achievers in the English subject. Their English scores are very diverse, with a wide range from 51.14 to 97.85 points (Appendix F).

Concerning NIC's and TC's English learning attitude, descriptively, compared to TC, except in English learning efficacy, NIC generally show a more positive English learning attitude than TC. Regarding English learning efficacy, NIC show a more pessimistic attitude than TC, indicating NIC are less confident about their English learning efficacy.

Inferentially, no significant difference is found between NIC's and TC's English learning attitude, except in regard to students' attitude toward English teaching at school, in which NIC's attitude is significantly better than that of TC.

No correlation between NIC's English Total Score and English learning attitude is found. No correlation between TC's English Total Score and English learning attitude is found, either.

NIC's Own Perspectives on Their English Learning

Based on the NIC interview data, most NIC believe that learning English is important. Some of them also know the reasons why they should learn English. However, most of them also admit that they didn't work hard enough on learning English due to different reasons. Many of them promise to work harder in the future after the interview.

Only five NIC study English at home after school with the assistance of their family, especially their mothers. Most NIC's fathers and mothers have talked to them about the importance of learning English.

Several NIC like to read extra English reading materials other than textbooks at home. They actually enjoy reading these materials more than reading textbooks. Two of the NIC also like to watch English television programs.

Fifth-grade NIC and sixth-grade NIC have a different view about school English course. While most fifth-graders like school English course, all sixth-graders dislike school English course due to several reasons. The most obvious example they give is that they think school English course is boring.

Most NIC think that school English course is not too easy or too difficult for them. Most of them admit they do not pay full attention during English classes.

Fifth-grade NIC think that they get too excited and get distracted during English

classes because of too many activities, while sixth-grade NIC just think that English classes are boring.

Most NIC enjoy playing English games. Fifth-grade NIC like to watch the extra video clips their English teacher show them. Sixth-grade NIC just hope that their English teacher can be funnier.

Several NIC admit that they are envious of those students whose English are good. They believe by imitating the good learning behaviors of those students, their English will get better as well.

Most NIC think that they understand what the English teachers teach regarding the content of school English course. Most NIC believe they work hard when their English teachers are teaching new words and phrases. They also think that however hard they work during English classes, without putting more effort in memorizing the words and phrases, they will forget them right after class.

Most NIC will read aloud with their English teachers when their English teachers are teaching the content of the lessons and ask them to read aloud. About half of the NIC like to actively take parts in role-playing activities. They either like to act or practice their English speaking ability.

Most NIC actively take part in classroom question-and-answer practice activities with their classmates. Most NIC would practice singing the songs in each English lesson.

Only a-third of the NIC work hard to do their English homework. Five NIC admit that they need help doing school English homework.

Two NIC who go to cram-schools think that school English tests are too easy for

them. The other NIC mostly think that school English tests are not too difficult or too easy. Three NIC think that school English tests are very difficult for them even if they study very hard.

When NIC have problems with school English, they all go ask for some help rather than just ignoring the problems. The people they go ask for help include their best friends, their classmates, teachers' assistant, their English teachers and their parents.

Most of the NIC would like to join the English remedial programs the school offers. They believe these programs will help them make their English better.

The three NIC who go to English cram-schools after school all think that cram-schools help them a lot in improving their English.

After the interview, most NIC think their English learning will improve because now they understand their problems more clearly. They would also like to imitate the good English learning behaviors of those students whose English are good to make their English better.

English Teachers' Perspectives on NIC's English Learning

According to the interview data, NIC's English learning attitudes are not as good as those of TC. Although they are mostly rule-abiding during English classes, they generally show a passive learning attitude. They would do what is required of them, but they would not actively participate in English practice activities. These NIC often show shyness, reticence, rule-abiding, passivity and lack of confidence during English classes. It is easy for English teachers to overlook them during English classes.

Most NIC in this study are low-achievers on the English subject. They can only meet very few goals in the English Curriculum Guidelines.

In accordance with the two English teachers' responses, most NIC lack motivation in learning English, which is probably due to their not understanding why they should learn English. This is a problem not shared by NIC alone, but all low-achievers as well.

Most NIC are low-achievers not only in English but other school subjects as well, according to their English teachers' observation. Perhaps because of their poor performances on other school subjects, which causes them to have low confidence in themselves and develop passive and negative learning behaviors, NIC's English learning ability is also influenced, thereby affects their English performances.

According to the English teachers' deduction, NIC's command of Mandarin may influence their confidence in learning other school subjects, including English. Since these NIC mostly come from low socio-economic-status families, their fathers usually have to work very hard to support their families. The responsibilities to help their children with their schoolwork fall on their foreign mothers whose native languages are not Mandarin. These foreign mothers face the challenges to help their children with their schoolwork in a language that they are not fluent with themselves, which thereby influences their children school performances.

Both English teachers strongly agree that forty minutes a session, two sessions a week is definitely not enough for all students, especially those already fell-behind NIC, to learn a foreign language well. They suggest that schools should provide long-term remedial instructions for these special children. They propose that school

administrations should offer foreign mothers with some training, such as Mandarin classes or child-rearing programs to help their children with their schoolwork. They also recommend that schools should establish an English-friendly environment to familiarize students with the English language.



CHAPTER FIVE

DISCUSSION AND CONCLUSION

This study was conducted to examine New Immigrant Children's (NIC) English learning conditions in elementary school. A learning attitude scale was employed to explore NIC's English learning attitudes. A semi-structured students' group interview was applied to find out NIC's English learning conditions and their own perspectives about their English learning. An English teachers' interview was conducted to discover English teachers' perspectives about NIC's English learning conditions. This chapter first presents the major findings of the study in order to answer the research questions proposed in Chapter One. Discussions about these findings are also presented in this section. In the second section, the implications of the findings are discussed. In the last section, the limitations of the study are presented, and recommendations for further studies are provided as well.

Major Findings and Discussions

In this section, the results of the study are analyzed to answer the following research questions:

1. How well do NIC achieve in the English subject? Are they generally high-achievers or low-achievers? Are there any differences between NIC's English achievement and TC's English achievement?
2. What are NIC's attitudes toward learning English? Do NIC generally have a positive attitude or a negative attitude toward English learning at school? Are

there any differences between NIC's English learning attitudes and TC's English learning attitudes?

3. Is there a correlation between NIC's English achievement and learning attitudes?
4. From the perspectives of NIC, what kind of challenges these NIC face while they are learning English at school?
5. From the perspectives of English teachers, what are these NIC's English learning conditions in class? What challenges do these NIC have to face to learn English? Are there any feasible ways to help these NIC?

For each research question, the findings are presented first, and discussions of these findings will follow.

NIC's English Achievement

By comparing NIC's English scores and TC's English scores, the conclusion that NIC are mostly low-achievers in the English subject is drawn. NIC generally score lower than TC and their scores are more dispersive than those of TC's. *t*-test comparison also confirms that NIC's English scores are significantly lower than TC's scores.

The finding that most NIC are English low-achievers is probably due to several reasons:

First, these NIC mostly come from low socio-economic-status families, with their parents having to work hard to make ends meet. Their parents perhaps do not have time or resources to help their children with their schoolwork, thus causing their children to fall behind on all school subjects, including English.

Second, the responsibilities to cultivate these NIC mostly fall on their foreign mothers, who may not have a good command of Mandarin, the language most school subjects are taught with. They may have troubles helping their children with their schoolwork, including English.

Third, most of the NIC in this study already fall behind on other school subjects, which causes them to lack confidence and motivations in their learning as a whole, including learning English.

Fourth, because most NIC come from low socio-economic-status families, their parents cannot afford for them to go to English cram-schools after school to help them improve their English. Consequently, unless the student has a good grasp on how to study English at school and at home and work very hard during English classes, he/she may have difficulties in learning English.

NIC's Attitudes toward Learning English

Based on the analysis of the English Learning Attitude Scale, NIC in general have a positive attitude toward learning English at school, which is a finding in accordance with Yang's research (Yang, 2009). This indicates that although NIC do not perform well on the English subject, they do not give up on themselves. Their positive attitude shows that they are mostly very optimistic about their English learning. Their positive attitude also shows that they are mostly happy and optimistic students. Their poor performances on school subjects, including English, do not have a profound impact on their self-esteem and their optimistic demeanors. Perhaps because their families do not demand too much on their school performances, these NIC do not care too much

about their academic performances. They experience low pressure toward their school learning and develop favorable attitude toward learning English.

NIC's English Learning Attitude vs. TC's English Learning Attitude

According to the *t*-test comparison of these two groups of participants' English learning attitudes, no significant difference is found. This signifies that although most NIC are low-achievers in English compared to their TC counterparts, their English learning attitudes are probably even better than their TC counterparts. They do not get frustrated too much because of their poor performances and do not just develop negative attitudes toward learning English. Compared to their TC peers, these NIC mostly do not have other English learning experiences besides the experiences school English course provides. TC get tired of learning English in school probably because a lot of learning materials have been repeated in English cram-schools. NIC still maintain a sense of freshness toward learning English, thus accounts for their more positive attitude toward learning English.

Correlation between NIC's English Achievements and Learning Attitudes

Pearson Product-moment Correlation analysis shows that there is no correlation between NIC's English learning achievements and their learning attitudes. This denotes that while most NIC are low-achievers on the English subject and perform poorly in English tests, their English learning attitudes are not influenced by their poor performances. According to Jones (1949), the correlation of attitudes toward learning a language with achievement in that language increased with age. In the

present study, perhaps because the NIC are young learners and just begin to learn English, the correlation between their English achievement and learning is not so obvious. Maybe when they grow in age and have more years learning English, the correlation between their English achievement and learning will become more obvious.

NIC's Perspectives about Their English Learning Condition

This section covers NIC's own perception toward learning the English subject, NIC's English learning environment at home, and challenges NIC face in learning English at the school setting.

NIC's Perception toward Learning English

According to the interview data, most NIC understand that learning English is important. They also know the reasons they should learn English well. They nonetheless admit that they did not work hard enough to learn English. They believe that learning other school subjects takes most of their time, and learning English just seems secondary compared to learning other subjects. One plausible reason that students consider English secondary is the fact that English is not included in the formal mid-term and final exams. English teachers evaluate students' English performances through various ways during the whole semester, not just through paper-and pencil exams. Students do not understand that they are evaluated during the whole semester, not just by their paper-and pencil exam results. They probably think that formal paper-and pencil exams are more important than the other kinds of

evaluation. Since English is not included in the formal mid-term and final exams, English is not important. If English is included in school formal paper-and pencils exams, perhaps students will spend more time and make more efforts to study English.

NIC's English Learning Environment at Home

Most of these NIC's fathers or mothers have discussed with them the importance of learning English well. However, because the parents have to work hard to support the family, few of them have time to help these NIC with their schoolwork. Only few of these NIC study English at home. The five NIC who do study English at home all have some family member, most of all their mothers, to assist them in reviewing English,

Most of these NIC's parents encourage them to read some English extra reading materials other than textbooks. Two of these NIC also watch English programs on television to learn English.

In general, these NIC's families, although mostly poor, are very supportive of their English learning. They may not have enough time or resources to help their children with their learning. Nonetheless, they try to instill in their children the importance of learning English well. They do not demand that their children have to perform very well on the English subject, just as they do not demand their children to perform very well on other school subjects as well. Perhaps because these parents' open and tolerant demeanors toward their children's school performances, these NIC do not get too frustrated and discouraged even though they are mostly low-achievers

in most school subjects. The parents' openness and tolerance help NIC maintain a positive outlook on their school learning, which is a good phenomenon.

Challenges NIC Face in Learning English at School

Based on the interview results, NIC face several challenges in learning English at school:

First, different English teachers' different teaching styles have a profound impact on NIC's English learning. If an English teacher is too stern, too serious, lacks a sense of humor, and demands too much of their students, his/her students will develop a negative English learning attitude. On the other hand, if an English teacher is full of humorous ideas, lets students play a lot of games, gives his/her students encouragements, his/her students will develop a positive attitude toward learning English. These students, however, will possibly get easily distracted with too many activities in a session. It is therefore very important for English teachers to strike a balance between being too austere and being too pleasant. English teachers should also set a reasonable criterion and not demand too much of his/her students.

Second, if an English teacher prefers to apply 'No Chinese' policy in his/her English classes, he/she should not talk too fast. Most of these NIC are already low-achievers in other school subjects. Learning English as a foreign language puts a lot more pressure on them than learning other subjects taught in Mandarin. It is hence important for English teachers to talk slowly and clearly if 'No Chinese' policy must be applied. Personally, the researcher thinks that a little bit of Mandarin to get the ideas across is also imperative to help these NIC and other low-achievers understand

what is taught and lower their learning pressure.

Third, because of their poor performances on the English subject, some NIC feel anxious and nervous during English classes. This finding is consistent with Yang's research (Yang, 2009). NIC are afraid they will be mocked by their classmates if they speak English incorrectly, which causes them to be passive to take parts in English practice activities. It is, therefore, very important for English teachers to give verbal encouragements to these NIC to help them lessen their anxiety. It is also rather important for English teachers to discourage students from laughing at other students' mistakes. English teachers should try to establish a friendly atmosphere in English classes and encourage their students to help each other, especially to help those fell-behind students.

Fourth, perhaps owing to their lack of English learning experience before school formal English course which starts in third grade, some of these NIC do not get the knack to memorize English words or phrases. Some of them just give up on memorizing those words or phrases. English teachers should probably take extra time to teach these NIC some ways to memorize words and phrases, give them more encouragement to build their confidence, and be more patient with them.

Fifth, some NIC need help doing English homework. Textbook English homework may be too difficult for some of them to finish by themselves. English teachers can probably help them by appointing some students whose English performances are good and are eager to help other students to assist these NIC with their homework.

Sixth, coming from low socio-economic-status families, most of these NIC

cannot afford going to English cram-schools after school to help them improve their English. Some of them admit they would like to go to English cram-schools if they can afford it. English teachers and school administrations should probably work together to provide these NIC some pragmatic English remedial instructions.

English Teachers' Perspectives about NIC's English Learning Condition

This section presents English teachers' perception about NIC's English learning attitudes, their learning achievement in the English subject, challenges they usually face and feasible ways to help them improve their English.

NIC's English Learning Attitudes

According to teachers' interview, NIC's English learning attitudes are not as positive as TC's in most English classes. Although they are mostly rule-abiding, they are very passive in English classes. They do not like to actively take parts in classroom activities. They often show shyness, reticence, rule-abiding, passivity and lack of confidence during English classes. The English teachers deduce that this common manifestation is probably due to their not having a very good command of Mandarin, which causes them to lose confidence in learning all school subjects, including English. Consequently, they develop passive attitudes toward learning as a whole, including learning English.

NIC's Learning Achievement in English

Both English teachers observe that most NIC do not achieve well on the English

subject. These NIC mostly fail to meet the goals set out in the English Curriculum Guidelines. The English teachers agree that without proper and timely assistance from the teachers or from the schools, these NIC's English will probably get worse.

English Learning Challenges NIC Face

Based on the responses from the two English teachers interviewed in this study, NIC face several challenges in learning English:

First, most NIC do not understand why they should learn English, which is a foreign language to them. This causes them to lose motivations in learning English. English teachers should try to infuse these NIC with the significance of learning English well and boost their English learning motivations in any possible ways.

Second, because most NIC are low-achievers in other school subjects, they develop passive and negative attitudes with learning as a whole, including learning English. Both English teachers believe that learning attitude has a profound impact on learning outcome. Brown (2007) also contends that language learners benefit from positive attitude. It is, therefore, important to help these NIC develop a more positive attitude toward learning English. Teachers should try to give these students more praises and encouragements. With more praises and encouragements, perhaps these NIC will develop a more positive attitude toward learning English.

Third, most NIC come from low socio-economic status families. The responsibility to help them with their schoolwork mostly fall on their foreign mothers, who may not have a good command of Mandarin, the language most school subjects are taught with. These foreign mothers' grasp on Mandarin may have a direct impact

on their children's Mandarin ability, thus influencing their learning all school subjects. According to Bain *et al.* (2010), students who had performed poorly on native language learning displayed negative attitudes toward foreign language learning, learning Mandarin hence becomes NIC's foremost challenge in learning English. Schools should try to provide some programs to help these foreign mothers learn standard Mandarin, thus ensuring that these NIC can improve their Mandarin as well.

Fourth, two sessions a week, forty minutes per session is definitely not enough for NIC to learn English, a foreign language, well. These NIC mostly cannot afford to go to English cram-schools to learn English. Most of them can only depend on the schools to provide them with English courses. In most schools' weekly schedule, only two sessions are allotted to English teaching. It is, therefore, necessary for schools to provide NIC with long-term English remedial instructions in order to extend their English learning time.

Feasible Ways to Help NIC Improve Their English

English teachers should give verbal praises and encouragements to these NIC in order to help them build their self-confidence and develop positive attitudes toward learning English. They should not demand too much of these NIC so as to lower their English learning pressure. English teachers can also train some enthusiastic English high-achievers to assist and share their good English learning experiences with these low-achievers. English teachers and schools administrations should also cooperate to provide English remedial instructions in order to help them improve their English.

Schools should offer NIC's foreign mothers some Mandarin classes to help them

improve their Mandarin ability. With their improved Mandarin ability, they can better help their children with their schoolwork. Schools should also provide these foreign mothers with some fundamental English classes, thus enable them to be able to help their children with their English learning. Some child-cultivation programs provided by the schools can also help these foreign mothers get a better grasp on how to nurture their children. Schools can also help to train some voluntary good-will Taiwanese mothers to help these minority NIC review their English. It is also advisable for schools to encourage Taiwanese mothers and New Immigrant mothers to share their child-rearing experiences. This would certainly be beneficial to both parties by establishing a communicative channel between Taiwanese mothers and New Immigrant mothers, thus giving new immigrant mothers some supports in child-rearing.

Schools should also try to establish an English-friendly environment to provide students with opportunities to immerse themselves in English. An English-theme classroom full of interesting English stuff may help students to be more eager to learn English actively. Daily or periodical broadcast of English short clips or English songs can also help students improve their listening ability and pique students' interest in learning English.

Implications of the Findings

Based on the research, several findings are drawn. In this section, some implications of these findings are presented.

NIC's Perspectives vs. English Teachers' Perspectives

In accordance with the research data, NIC's perspectives about their English learning are quite different from English teachers' perspectives. While NIC believe that they have a positive attitude toward English learning despite their poor achievement compared to TC, English teachers nonetheless observe that NIC are mostly very passive and negative English learners compared to TC. This is actually quite an interesting phenomenon. Notwithstanding their poor performances in the English subject, NIC are mostly very optimistic and carefree children. They do not give up on themselves in spite of their poor English learning outcome. As long as they do not give up on themselves, there is hope for them to learn English better someday. English teachers, on the other hand, are more realistic and pessimistic about NIC's English learning condition. It is imperative that English teachers do not give up on these fell-behind NIC and give them more positive encouragements. On condition that these NIC's English is passable, English teachers should not demand too excessive of these children so as not to curb their optimistic opinions about themselves and increase their learning pressure.

English Teachers' Role in NIC's English Learning

Because most NIC do not have the financial support to go to English cram-schools, formal school English course becomes their only opportunity to learn English. If their school English learning experiences are good, they might be able to develop positive perspectives toward learning English and become active learners. English teachers thereby play an important role in providing these NIC with some

good English learning experiences. Experienced English teachers should be able to employ appropriate teaching styles and apply suitable practice activities to build an amicable and harmonious English learning atmosphere for these children, thus giving them nicer English learning experiences.

NIC's Families May Have the Most Direct Impact on Their English Learning

Condition

Compared to TC, most of the NIC in this study come from low socio-economic status families. Their parents have to spend a lot of time working to support the family and thus do not have the time to help their children with their schoolwork. Because of their not so good educational level, they also do not have the knowledge and resources to assist their children in learning school subjects, including learning English. Most of them cannot afford for their children to go to English cram-schools after school to help their children with their English learning. Without the assistance of their parents with their schoolwork and financial support to go to English cram-schools, NIC's English learning situations are a lot worse than those of TC. NIC's families thus have a direct and profound impact on their English learning conditions.

Positive Attitude May Not Simply Contribute to Better Achievement

According to the questionnaire data, although NIC mostly believe that they have positive attitudes toward learning English, their English achievements however are not in accordance with their positive attitudes. This phenomenon is not consistent

with previous findings (Masgoret and Gardner, 2003; Huguet, 2006; Brown, 2007) which all suggested that positive learning attitudes may contribute to better performance. Learning English is a complicated process involving a variety of factors, which include learning approaches, learning perseverance, learning materials, learning time, learning environments, learning motivations, learning attitudes, etc. In NIC's case, their families' socio-economic status, their parents' nurturing approaches, their command of Mandarin, and their previous learning experiences should also be taken into consideration concerning their low English learning achievement. Thus, a positive English learning attitude alone may not simply contribute to a better learning outcome. It is however still important for English learners to maintain a positive attitude toward learning English. Fortunately, in this study, most NIC have positive attitudes toward learning English despite their poor performances. With positive attitude, there is hope for them to get a hold of the knack of learning English better someday.

Limitations of This Study and Recommendations for Further Studies

This study investigated NIC's English learning conditions in an elementary school, including their English learning achievement, their English learning attitudes, the challenges they face while learning English, and English teachers' perspectives about NIC's English learning. Although the researcher tried to be well-rounded in encompassing all aspects about NIC's English learning conditions in the present study, this study still is not comprehensive. Consequently, before stronger conclusion can be drawn about NIC's English learning conditions, some limitations of the present study

are broached, and suggestions for further studies are proposed as follows.

First, the present study only had fourteen NIC in fifth and sixth grades as participants. Fourteen participants' English learning conditions cannot possibly illustrate all NIC's English learning conditions. Further studies should be conducted with more NIC participants involved in order to gain a better understanding about NIC's English learning conditions.

Second, the study only interviewed two English teachers teaching in the same elementary school. These two English teachers' perspectives about NIC's English learning conditions may not represent other English teachers' perspectives. In the future studies, perhaps a questionnaire on English teachers' perspectives about NIC's English learning conditions can be constructed and applied extensively to learn more about English teachers' perspectives concerning NIC's English learning achievement, their English learning attitudes and challenges they probably have to face.

Third, the study only researched NIC in an elementary school in central Taiwan. NIC in different areas of Taiwan may have different family backgrounds, come from different socio-economic status families, undergo different English learning processes, and encounter different English learning challenges. Future studies should probably explore NIC's English learning conditions by researching NIC from different areas of Taiwan to get a better understanding of NIC's general English learning conditions in Taiwan.

Fourth, due to the scarcity of other reports concerning NIC's English learning conditions, the results of the present study can hardly be compared with other studies, except for Yang's 2009 research (2009). Yang's research, however, only investigated

NIC's English learning achievement and attitudes, and did not explore NIC's own perspectives about their English learning and English teachers' perspectives.

Furthermore, until now, no research studied NIC's challenges in learning English. The researcher hopes the present study can provide future researchers the inspirations to examine NIC's own perspectives, English teachers' perspectives, and NIC's English learning challenges.

Fifth, the relationship between students' Mandarin proficiency and English achievement needs further investigation. Although Liberty Times (2010, June 9) reported that NIC's performance in Language Art Area was an indicator of their performance in other learning areas, especially the area of Mathematics, no other reports studied the relationship between students' Mandarin proficiency and English achievement. Future researchers should probably conduct studies to find out whether there exists a correlation between students' Mandarin proficiency and English achievement.

These recommendations for further studies only provide a few future research possibilities that need to be pursued to explore NIC's English learning conditions. The researcher hope that with these suggestions, more studies in regard to NIC's English learning conditions can be conducted in the future to provide more insights and information about NIC's English learning in Taiwan. With these insights and information of the present study and future studies, maybe educators on the field can come up with more feasible ways to assist these fell-behind NIC with their English learning.



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Appendix A

學童基本資料調查表

親愛的小朋友，你好：

這份調查表是為了建立你的家庭基本資料，並不是考試，答案沒有對錯，也不會影響你的成績，所以請你儘量依照你的真實情況作答。

請在收到調查表後，仔細閱讀所有題目，並認真地回答每一題。若有不知道如何回答的題目，可以把這份調查表帶回家，請教你的爸爸媽媽，或和爸爸媽媽一起填答。你填寫的內容將絕對保密，所以請你安心作答。

在你填答完所有題目後，請把這份調查表帶回學校，交給陳薇文老師 (Ms. Maya)。謝謝你的參予與配合。祝你

身體健康，學業進步

研究生：陳薇文 敬上

國立政治大學英語教學碩士在職專班

1. 你的姓名是：_____
2. 你現在就讀的班級是：_____年_____班
3. 你的性別是：男生 女生
4. 你在家裡主要和父親用哪種語言交談？
國語 閩南語 客語 英語 其他：_____語
5. 你在家裡主要和母親用哪種語言交談？
國語 閩南語 客語 英語 其他：_____語
6. 你父親的原國籍為何？

台灣 大陸 越南 菲律賓 印尼 泰國 其他：_____

7. 你母親的原國籍為何？

台灣 大陸 越南 菲律賓 印尼 泰國 其他：_____

8. 你父親的教育程度為何？

國中(以下) 高中(高職) 專科 大學 碩士 博士

9. 你母親的教育程度為何？

國中(以下) 高中(高職) 專科 大學 碩士 博士

10. 你父親的職業為何？(請寫出職稱) _____

11. 你母親的職業為何？(請寫出職稱) _____

12. 你母親的母語是什麼語言？ _____

13. 你母親平常在家會和你講她的母語嗎？

從來都不會 偶爾，很少 常常 幾乎每天都會

14. 你在學校三年級上英語正式課程以前，有沒有在其他地方學過英語？

有 沒有

15. 你現在有沒有參加校外英語補習？

有 沒有

16. 在家裡有沒有人幫您練習/複習英語？如果有，是誰？

有，_____會幫我練習/複習英語 沒有

Appendix B

國小學童英語學習態度調查問卷

研究生：陳薇文

親愛的小朋友：

這份問卷是為了瞭解你學習英語的態度，你的意見對於本研究的幫助很大，同時可以作為學校英語教學的參考，請小朋友一定要看清楚題目，仔細的作答。這不是考試，也沒有標準答案，所以請依照你的意見填答。如果有不瞭解的地方，請隨時舉手發問，謝謝你的幫助。

國立政治大學英語教學碩士在職專班
研究生 陳薇文 敬上

壹、 學生基本資料（請勾選）

1. 我是 男生 女生
2. 我現在 五年級 六年級

作答說明：

小朋友，請依照你對句子的同意程度，勾選出最符合你的意見的格子。注意，每題只能勾選一個格子。

貳、 對學校英語課程方面

- | | 非常
同意 | 同意 | 不同
意 | 非常
不同意 |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. 學校的英語課程對我的英語學習有幫助。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 我對學校安排的英語課程內容很滿意。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 我希望學校從一年級開始教英語。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 我希望每星期的英語課能比現在的兩節多上幾節。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

參、 在英語學習態度方面

- | | 非常
同意 | 同意 | 不同
意 | 非常
不同
意 |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. 我覺得學習英語是一件很重要的事情。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 我願意在英語課中配合老師的指示用英語表達或表演。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 我平常會和同學使用英語課學過的英語練習對話。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. 我能自動自發地預習或複習課堂中所學的英語課程。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. 我對學習英語課程很有興趣。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. 當我讀英語時，如果遇到不會或不懂的，我會想努力找出答案。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. 學校老師教過的的英語課本內容，我大都能說得出來並了解句子的意義。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. 我覺得把英語學好並不困難。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. 我相信只要多練習就能學好英語。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. 上英語課時，我會因為不會或不懂，而希望老師快點下課。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. 我覺得目前學校的英語考試，我都能輕鬆應付。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. 每當新教的英語課程內容比較困難時，我就不想學習。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. 除了英語老師指定的功課外，我還會主動充實課外的英語知識。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

肆、 對英語作業方面

- | | 非常
同意 | 同意 | 不同
意 | 非常
不同
意 |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 18. 我覺得英語老師給的作業對我的英語學習很有幫助。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. 我不需要父母或老師的催促，就會主動寫英語老師所規定的作業。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. 我常常會忘記寫英語老師指定的作業。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. 我常常拖到最後一刻才寫學校的英語作業。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. 我覺得學校的英語作業很難。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. 我常常需要爸媽或其他人的協助才能完成學校的英語作業。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | | | | | |
|-----|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | | | 非常
同意 | 同意 | 不同
意 | 非常
不同
意 |
| 24. | 我很喜歡寫學校的英語作業。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

伍、對英語教師方面

- | | | | | | | | | |
|-----|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | | | 非常
同意 | 同意 | 不同
意 | 非常
不同
意 |
| 25. | 英語老師會幫助我解決英語課業上的困難。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. | 因為英語老師的鼓勵與指導，讓我對英語很有興趣。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

陸、對英語教法方面

- | | | | | | | | | |
|-----|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | | | 非常
同意 | 同意 | 不同
意 | 非常
不同
意 |
| 27. | 我覺得英語老師的教法生動活潑。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | 英語老師的教法對我的英語學習幫助很大。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | 英語老師上課的方式與內容，我都能了解。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | 我覺得課堂中，同學們都能積極參與英語老師的教學活動。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

柒、在英語學習動機方面

- | | | | | | | | | |
|-----|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | | | 非常
同意 | 同意 | 不同
意 | 非常
不同
意 |
| 31. | 我覺得學習英語可以應用在我將來的生活上。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | 目前我很少用到英語，所以我認為沒有學習的必要。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | 我想學好英語，因為如果遇到外國人和我交談，才不會只是傻笑或逃避。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | 學習英語可以幫助我更容易獲得與英語相關的課外知識。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | 非常
同意 | 同意 | 不同
意 | 非常
不同
意 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 35. 學習英語可以讓我在出國旅行時派上用場。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. 學習英語可以讓我了解其他國家的文化，例如：西洋節慶與
禮儀習俗。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

捌、在英語學習成效方面

- | | 非常
同意 | 同意 | 不同
意 | 非常
不同
意 |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 37. 我能聽懂課堂上所教的英語詞彙。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. 我能聽懂常用的教室英語及日常生活英語。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. 我能說出課堂上學過的英語詞彙。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. 我能使用課堂上學過的日常生活英語。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. 我讀得懂課堂上所學的英語詞彙。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. 我能看懂簡單的英文句子。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. 我能臨摹抄寫課堂上所習得的英語詞彙。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. 我會拼寫一些基本常用英文字詞。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. 我能運用字母拼讀法拼出簡單的英語詞彙 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix C

國小新移民學童英語學習狀況訪談問題

壹、學生自身對學習英語的認知

1. 請問你覺得學好英語重要嗎？

如果你覺得學英語重要，請說出為什麼。

如果你覺得學英語不重要，請解釋你的看法。

2. 請問你自己覺得平常有沒有認真在學英語？

如果你平常有認真學英語，請提出你用了哪些學習英語的方法。

如果你平常沒有認真學英語，請您解釋為什麼。

3. 你覺得要怎麼做才能把英語學得比較好呢？請提出具體的方法。

4. 你願意多下一點功夫，把英語學好嗎？

貳、學生在家庭中的英語學習環境

1. 請問你自己在家會讀英語嗎？

如果你在家會讀英語，請問你在家讀英語是自己讀或是由爸爸或媽媽陪你讀呢？

主要是由爸爸還是媽媽陪你讀呢？

2. 如果你有哥哥或姊姊，他們會陪你讀英語嗎？

3. 在家裡除了父母兄長外，還有其他親人會陪你讀英語嗎？

4. 如果你在家會讀英語，你每天（或每周）大概花多少時間讀英語呢？

5. 在家裡爸爸媽媽會陪你複習學校的英語課程內容嗎？

請問主要是爸爸陪你複習英語還是媽媽幫你複習英語呢？

爸爸媽媽大概會花多少時間陪你複習學校的英語課程內容呢？

6. 你爸爸有沒有跟你說過學好英語很重要？

你媽媽有沒有跟你說過學好英語很重要？

7. 家裡有其他英語課外讀物嗎？（繪本、故事書、卡通等）？

如果有，你喜歡看這些英語課外讀物嗎？

你會花多少時間看這些英語課外讀物呢？

爸爸或媽媽會鼓勵你看這些英語課外讀物嗎？

8. 你在家裡，會利用電視節目或廣播教學學習英語嗎？若你會，請

問你最常收看或收聽哪個節目？在收看或收聽時，是自己學或是

有家人協助呢？

參、學生在學校的英語學習狀況及所面臨學習挑戰

1. 你喜歡學校的英語課程嗎？

如果你喜歡學校的英語課程，請說出原因。

如果你不喜歡學校的英語課程，也請說出原因。

2. 你覺得學校的英語課程對你而言是很簡單、剛剛好還是很困難？
如果覺得學校的英語課程很簡單，請說明原因。
如果覺得學校的英語課程剛剛好，請說明原因。
如果覺得學校的英語課程很困難，請你解釋為什麼。
3. 你覺得你上英語課時很認真嗎？如果你上英語課不夠認真，是什麼原因呢？
4. 你覺得你在學校學習英語，主要遇到的困難是什麼？請詳細說明。
(學生可能遇到的困難：26 個字母還沒有學會；上課老師都說英語聽不懂；上課總是無法專心；看不懂英文字、不知道為什麼要學英語；不知道怎麼學英語；就是不想學英語；其他同學都會英語而你卻不會，因而覺得焦慮；其他同學都事先在校外學過英語了，你卻沒有，因而感到困惱……)
5. 你覺得學校英語老師還可以做哪些事，幫助你把英語學得更好呢？
6. 你會羨慕英語很好的同學嗎？你覺得這些同學英語為什麼會很好呢？你覺得這些同學有哪些值得學習的地方呢？
7. 你覺得自己可以做哪些努力及改變，把英語學好一點？
8. 你在學校學習英語，哪些部分對你而言是最難的？
老師上課的內容，你都聽得懂嗎？

老師上課帶你練習過的英語，你都會說嗎？

老師上課在教新的英文詞彙時，你會認真學習嗎？

老師上課在帶唸課文時，你會跟著大聲唸嗎？

老師上課進行的角色扮演活動，你會主動參與嗎？

老師上課請你和同學互相問答練習時，你會認真和同學練習嗎？

老師上課教的英語歌謠，你會跟著唱嗎？

老師上課交代的作業，你都會認真做嗎？

老師教過的英文字詞，你都認得出來嗎？

老師出的英語作業，你都能自己寫嗎？還是需要其他的的幫忙才

會寫呢？你通常請誰教你寫英文作業呢？他/她都怎麼幫你呢？

9. 學校的英語考試對你來說是簡單的、剛剛好，還是很難？

如果你覺的學校的英語考試很簡單，請說出簡單的原因。

如果你覺的學校的英語考試剛剛好，請說出簡單的原因。

如果你覺的學校的英語考試很難，請說出是哪些部分比較難，並

且解釋這些部分為什麼很難。

10. 你在學校學習英語遇到困難時，會如何解決呢？

你會請老師幫忙嗎？

你會請同學幫忙嗎？

你會請父母幫忙嗎？

你會請其他人（哥哥姊姊、愛心媽媽等）幫忙嗎？

或者你會忽視問題而不去理會呢？

肆、其他

1. 爸爸跟媽媽有住在一起嗎？

如果爸爸媽媽沒有住在一起，請問你是跟爸爸住還是跟媽媽住？

還是住在爺爺奶奶家？

如果不跟爸爸媽媽住在一起，有人幫你複習英語嗎？

如果父母兄長及其他家人沒有辦法幫你複習，你希望學校有人可以利用課餘時間，提供資源幫你複習英語嗎（如：愛心媽媽、攜手計劃老師、學校老師、英語小老師等）？如果有，你願意參加嗎？

2. 你有沒有在校外補習英語？如果有的話，請問你覺得補英語對你的英語學習幫助大不大？

3. 你有沒有請英語家教幫你上英語？如果有的話，請問你覺得請英語家教對你的英語學習幫助大不大？



Appendix D

英語教師訪談問題

壹、教師基本資料

1. 請簡單介紹你的學歷及英語學習經驗
2. 請簡單介紹你自己的英語教學資歷

貳、對新移民學童英語學習狀況的看法

1. 就你的認知，你認為新移民學童的英語學習成績與一般台灣學童成績是否有差別？
2. 這些新移民學童的英語學習狀況如何？請就個別學生的英語學習狀況一一說明。
3. 新移民學生的英語學習態度與一般台灣學生相比有不同嗎？上英語課有比較積極或比較消極呢？
4. 你認為新移民學童在英語學習上，較常遇見哪些困難？
 - A. 新移民學生本身在英語學習上的挑戰為何？
 - B. 新移民學生在家裡可能出現的英語學習困境為何？
 - C. 新移民學生在學校學習英語可能出現的困難為何？
5. 請就個別新移民學生在學習上出現的問題一一說明。
6. 就您的經驗，新移民學生在學習英語時，聽說讀寫四個方面，哪

些方面較易有問題呢？原因是什麼呢？

聽的方面會遇到的問題有哪些？

說的方面會遇到的問題有哪些？

讀的方面會遇到的問題有哪些？

寫的方面會遇到的問題有哪些？

7. （針對課綱聽的能力）就你的經驗，新移民學生上英語課時，能聽懂您所教的英文詞彙嗎？
8. （針對課綱聽的能力）就你的經驗，新移民學生聽得懂常用的教室英語及日常生活英語嗎？
9. （針對課綱說的能力）就你的經驗，新移民學生說的出課堂上學過的英語詞彙嗎？
10. （針對課綱說的能力）就你的經驗，新移民學生能活用課堂上學過的日常生活英語嗎？
11. （針對課綱讀的能力）就你的經驗，新移民學生讀的懂課堂上所學的英語詞彙嗎？
12. （針對課綱讀的能力）就你的經驗，新移民學生看的懂簡單的英文句子嗎？
13. （針對課綱寫的能力）就你的經驗，新移民學生能臨摹抄寫課堂上所習得的英語詞彙嗎？

14. (針對課綱寫的能力) 就你的經驗，新移民學生能拼寫出一些基本常用的英文字詞嗎？
15. (針對課綱的聽說讀寫綜合能力) 就你的經驗，新移民學生能夠運用字母拼讀法拼出簡單的英語詞彙嗎？
16. (針對課綱的聽說讀寫綜合能力) 就您的經驗，整體而言，新移民學生學習英語的成效如何呢？是否有達到九年一貫英語課程網要的要求呢？
17. 就您的經驗，新移民學生的英語學習，與一般台灣學生相比，是否有明顯的不同？
18. 你認為身為一個英語老師，可以如何幫助這些新移民學童的英語學習呢？
19. 你認為就一個英語老師的觀點來看，學校可以提供新移民學生哪些協助呢？(攜手計畫；教師主導補救教學；學校愛心義工的協助……)



Appendix E

學生參與研究家長同意書

親愛的學生家長，您好：

我是學校的英語老師陳薇文，目前正在攻讀英語教學碩士學位，我所進行的研究是關於「新住民學童的英語學習成就及英語學習態度」之調查，並進一步瞭解新住民學童在英語學習方面所面臨的挑戰。本次研究將分為三階段進行：

第一階段：需要家長協助孩子一起填寫「學童基本資料調查表」，以建立學生基本背景資料；

第二階段：需要孩子填寫「英語學習態度量表」，以了解學生對於英語學習所抱持的態度；

第三階段：需要孩子參與「英語學習挑戰」之訪談，由學生與老師面對面直接進行溝通，以深入了解學生在學習英語上所面對的挑戰。

研究者希望能藉由此次研究所得的資料，瞭解新住民學童的英語學習狀況。

本次研究的所有內容，將只作為研究數據用，參與此次研究不會對您的孩子造成任何傷害，也不會影響孩子的受教權利。研究的所得的資料將嚴格保密，以尊重及維護您及孩子的權利。

本研究需要您的協助，故研究者希望能事先徵得您的同意，讓孩子參與本次研究。若您對孩子的英語學習情況有任何疑問，請您跟研究者聯絡，研究者將提供你具體的建議與相關資源，以協助孩子的英語學習。

懇請您及孩子能參與本次研究。若您對此研究有任何疑慮，研究者將樂意為您說明。誠摯感謝您！敬祝

閤家平安 事事順心

國立政治大學英語教學碩士在職專班
研究生：陳薇文

回 條

學生班級：____年____班 學生姓名：_____ 姓別：

男 女

參與本研究家長意願：我同意參加 我不同意參加

母親的原國籍：_____

父母教育程度：父親_____；母親_____

父母親職業：父親_____；母親_____

孩子是否與父母親同住：是 不是，與_____同住

建議或疑問：

聯絡電話：_____

家長簽名：_____

日期：民國 年 月 日

(回條請於 年 月 日轉交孩子帶至學校，將由研究者至教室收回，謝謝您！)



Appendix F

Participants' Original English Scores

Taiwanese Children				New Immigrant Children			
5 th Graders		6 th Graders		5 th Graders		6 th Graders	
No.	Score	No.	Score	No.	Score	No.	Score
1	89.49	1	98.40	1	89.00	10	88.10
2	92.21	2	78.85	2	83.62	11	88.00
3	86.69	3	80.00	3	82.37	12	89.00
4	67.86	4	94.00	4	81.70	13	82.60
5	90.08	5	96.30	5	91.06	14	63.80
6	82.63	6	67.70	6	51.14		
7	95.63	7	81.50	7	74.27		
8	98.46	8	98.35	8	97.85		
9	97.45	9	81.35	9	67.14		
10	95.92	10	78.35				
11	88.06	11	95.95				
12	87.81	12	97.70				
13	60.03	13	93.55				
14	60.00	14	86.85				
15	85.60	15	97.35				
16	77.26	16	86.95				
17	95.67	17	78.35				
18	92.73	18	84.70				
19	99.19	19	95.50				
20	99.01	20	98.10				
21	82.95	21	95.60				
22	95.34	22	90.70				
23	99.23	23	91.25				
24	81.39	24	96.80				
25	91.26	25	98.25				
26	98.62	26	96.95				
27	95.38	27	84.20				
28	96.16	28	90.25				
29	79.29	29	93.45				
30	90.36	30	84.65				
Average: 88.39		Average: 89.73		Average: 79.79		Average: 82.30	
Average:		89.06		Average:		80.69	
Average:				87.48			

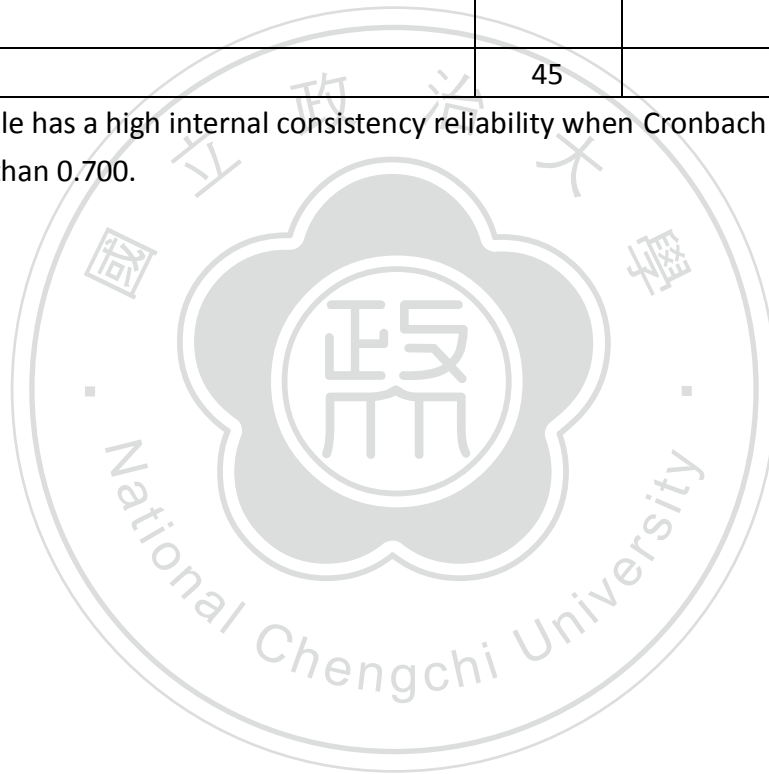


Appendix G

Internal Consistency Reliability of the English Learning Attitude Scale

Dimension	Question	Cronbach α Coefficient
1. School English Course	4	0.824
2. Learning English Autonomously	13	0.920
3. Doing English Homework	7	0.795
4. English Teachers	2	0.677
5. English Teaching at School	4	0.748
6. Motivation toward English Learning	6	0.879
7. English Learning Efficacy	9	0.926
Total	45	0.967

*The scale has a high internal consistency reliability when Cronbach α Coefficient is larger than 0.700.





Appendix H

Part I NIC's Average Score of Each Question on English Learning Attitude Scale

Question	Response No.	Mean	Maximum	Minimum
Dimension 1 – Students' Attitude toward School English Course				
Q-01	14	3.07	4	1
Q-02	14	2.93	4	2
Q-03	14	2.86	4	1
Q-04	14	2.14	4	1
Dimension 2 – Students' Attitude toward Learning English Autonomously				
Q-05	14	3.14	4	2
Q-06	14	3.21	4	2
Q-07	14	2.43	4	1
Q-08	14	2.71	4	2
Q-09	14	2.86	4	2
Q-10	14	2.71	4	1
Q-11	14	2.57	4	1
Q-12	14	2.79	4	1
Q-13	14	3.36	4	2
Q-14	14	2.57	4	1
Q-15	14	2.64	4	1
Q-16	14	2.93	4	1
Q-17	14	2.43	3	1
Dimension 3 – Students' Attitude toward Doing English Homework				
Q-18	14	3.00	4	2
Q-19	14	2.86	4	1
Q-20	14	2.50	4	1
Q-21	14	2.93	4	1
Q-22	14	2.71	4	1
Q-23	14	2.86	4	1
Q-24	14	2.36	4	1
Dimension 4 – Students' Attitude toward the English Teachers				
Q-25	14	2.93	4	1
Q-26	14	2.86	4	1
Dimension 5 – Students' Attitude toward the English Teaching at School				
Q-27	14	2.93	4	1
Q-28	14	3.07	4	1
Q-29	14	2.71	4	1
Q-30	14	3.00	4	1
Dimension 6 – Students' Motivation toward English Learning				
Q-31	14	3.43	4	2
Q-32	14	3.29	3	1
Q-33	14	3.43	4	2
Q-34	14	3.43	4	2
Q-35	14	3.36	4	2
Q-36	14	2.93	4	1
Dimension 7 – Students' English Learning Efficacy				
Q-37	14	2.71	4	1
Q-38	14	2.57	4	1
Q-39	14	2.50	4	1
Q-40	14	2.50	4	1
Q-41	14	2.57	4	2
Q-42	14	3.21	4	2
Q-43	14	2.36	4	1
Q-44	14	2.79	4	1
Q-45	14	2.57	4	1

Part II TC's Average Score of Each Question on English Learning Attitude Scale

Question	Response No.	Mean	Maximum	Minimum
Dimension 1 – Students' Attitude toward School English Course				
Q-01	60	2.92	4	1
Q-02	60	2.55	4	1
Q-03	60	2.18	4	1
Q-04	60	1.87	4	1
Dimension 2 – Students' Attitude toward Learning English Autonomously				
Q-05	60	3.38	4	1
Q-06	60	2.58	4	1
Q-07	60	1.87	4	1
Q-08	60	2.25	4	1
Q-09	60	2.45	4	1
Q-10	60	2.82	4	1
Q-11	60	2.97	4	1
Q-12	60	2.77	4	1
Q-13	60	3.28	4	1
Q-14	60	2.70	4	1
Q-15	60	2.67	4	1
Q-16	60	2.93	4	1
Q-17	60	2.43	4	1
Dimension 3 – Students' Attitude toward Doing English Homework				
Q-18	60	2.62	4	1
Q-19	60	2.98	4	1
Q-20	60	2.93	4	1
Q-21	60	2.87	4	1
Q-22	60	2.92	4	1
Q-23	60	2.77	4	1
Q-24	60	2.18	4	1
Dimension 4 – Students' Attitude toward the English Teachers				
Q-25	60	2.83	4	1
Q-26	60	2.40	4	1
Dimension 5 – Students' Attitude toward the English Teaching at School				
Q-27	60	2.27	4	1
Q-28	60	2.57	4	1
Q-29	60	2.73	4	1
Q-30	60	2.33	4	1
Dimension 6 – Students' Motivation toward English Learning				
Q-31	60	3.37	4	1
Q-32	60	3.03	4	1
Q-33	60	3.27	4	1
Q-34	60	3.23	4	1
Q-35	60	3.47	4	1
Q-36	60	2.95	4	1
Dimension 7 – Students' English Learning Efficacy				
Q-37	60	2.77	4	1
Q-38	60	2.72	4	1
Q-39	60	2.83	4	1
Q-40	60	2.77	4	1
Q-41	60	2.83	4	1
Q-42	60	3.30	4	1
Q-43	60	2.62	4	1
Q-44	60	3.08	4	1
Q-45	60	2.97	4	1

Part III All Participants' Average Score of Each Question on English Learning Attitude Scale

Question	Response No.	Mean	Maximum	Minimum
Dimension 1 – Students' Attitude toward School English Course				
Q-01	74	2.95	4	1
Q-02	74	2.62	4	1
Q-03	74	2.31	4	1
Q-04	74	1.92	4	1
Dimension 2 – Students' Attitude toward Learning English Autonomously				
Q-05	74	3.34	4	1
Q-06	74	2.70	4	1
Q-07	74	1.97	4	1
Q-08	74	2.34	4	1
Q-09	74	2.53	4	1
Q-10	74	2.80	4	1
Q-11	74	2.89	4	1
Q-12	74	2.77	4	1
Q-13	74	3.30	4	1
Q-14	74	2.68	4	1
Q-15	74	2.66	4	1
Q-16	74	2.93	4	1
Q-17	74	2.43	4	1
Dimension 3 – Students' Attitude toward Doing English Homework				
Q-18	74	2.69	4	1
Q-19	74	2.96	4	1
Q-20	74	2.85	4	1
Q-21	74	2.88	4	1
Q-22	74	2.88	4	1
Q-23	74	2.78	4	1
Q-24	74	2.22	4	1
Dimension 4 – Students' Attitude toward the English Teachers				
Q-25	74	2.85	4	1
Q-26	74	2.49	4	1
Dimension 5 – Students' Attitude toward the English Teaching at School				
Q-27	74	2.39	4	1
Q-28	74	2.66	4	1
Q-29	74	2.73	4	1
Q-30	74	2.46	4	1
Dimension 6 – Students' Motivation toward English Learning				
Q-31	74	3.38	4	1
Q-32	74	3.08	4	1
Q-33	74	3.30	4	1
Q-34	74	3.27	4	1
Q-35	74	3.45	4	1
Q-36	74	2.95	4	1
Dimension 7 – Students' English Learning Efficacy				
Q-37	74	2.76	4	1
Q-38	74	2.69	4	1
Q-39	74	2.77	4	1
Q-40	74	2.72	4	1
Q-41	74	2.78	4	1
Q-42	74	3.28	4	1
Q-43	74	2.57	4	1
Q-44	74	3.03	4	1
Q-45	74	2.89	4	1



Appendix I

Partial Verbatim Transcription of NIC's Group Interview

訪談日期：2011 年 5 月 26 日及 27 日

訪談時間：中午 12:40 至 13:30

訪談地點：第二自然科教室

受訪者：14 名五六年級新移民學童(NIC-1 ~ NIC-14)

訪問者：本研究生（任教三年級及五年級，R）

R: 好，我先來介紹一下。你們幾個六年級的，我一年級有教過你們對不對？只是很久以前的事，已經忘記了喔！好，那等一下講話的時候，聲音就是盡量放大聲一點，那老師先講說我今天爲什麼要找你們來，其實上一次老師發的通知單你們有沒有回去仔細的看？

All: 有！

R: 所以老師是想要知道那你們的、你們的媽媽可能都本來不是台灣籍的媽媽對不對？

All: 對！

R: 然後所以老師想要了解說你的英語在學習上有什麼樣的狀況，你覺得怎麼樣可以把英語學好，那你覺的你的英語本身學得好不好，所以我今天的、今天會問你一些問題，那請你就是照你自己的經驗，你自己覺得怎麼樣，那你就儘量講，可以嗎？好，來，第一個，老師想要問你的第一個，嗯，所有的小朋友都到了喔！嗯，我想要知道一下你自己對於學習英語的感覺，所以第一個問題是，請問你覺得學好英語重要嗎？你自己覺得學好英語重要嗎？

NIC-10: 重要

Most: 重要

R: 來，覺得重要的舉手，重要，喔，全部都很重要，啊，有一個，那個靜雯你覺得英語不重要

NIC-1: 嗯！

R: 好，你是靜雯

NIC-1: 嗯

R: 好，其他都覺得英語很重要對不對，好，那如果你覺得學英語很重要，請你說出為什麼，來每一個人想看看為什麼學英語重要

NIC-9: 可以跟，去去美國做生意的時候可以可以跟他們溝通

R: 對，那個健鴻講得很對，英語是一個溝通的語言，那你去做生意，其實不只是美國，現在世界各地，因為英語是最要的國際語言嘛，所以你去，你可以跟其他國家的人溝通，對不對，好，很好，那你還有還有什麼原因讓你覺得學英語很重要，盡量回答。他有講了一點了，你們想不出其他原因？想看看，想看看……那我隨便問你們隨便想要好了，你覺得學好，嗯，除了學自己國家的語言之外，學好另一個國家的語言重不重要？重要，尤其是英語是一個國際性的語言，對不不？好，那你還，你覺得學英語還有那一些重要的地方，我先提醒你們，你到大學都還要學英語，因為大學英語還是必修課，好，所以你覺得，盡量講沒關係，來，後面 NIC-2

NIC-2: 去國外的時候人家都跟你講英語

R: 對，去國外的時候，你去人家跟你講英語嘛，你才聽得懂嘛，對不對？所以你如果想要去玩，你們覺得學英語重不重要？

Most: 嗯，很重要。

R: 因為剛剛老師有說過，英語是一個很重要的國際性的語言喔，好，NIC-2，很好。好，還有什麼原因讓你覺得學英語很重要？

NIC-2: 到大學英語還要考試。

R: 哈哈，到大學了英語還是要考試，所以它是考試的很重要的學科之一對不對？其實，老師再跟你們講，你上高中要升大學的時候有一個學測，如果那個英語考得好的話，其實有一些學校是看你英語考得好不好，才決定你可不可以去念那個學校喔，這你們可能之前都不曉得喔，好，很好，還有你們覺得學英語還有什重要的地方，來 NIC-11

NIC:11：現在很多電腦上面都寫英文

R: 對啊，現在電腦上的語言幾乎都是英語，對不對？你如果想要上電腦去跟人家玩什麼 Facebook 啊，有沒有人在玩 Facebook 的？(七人)，來 你玩 Facebook 除了給台灣人看，你是不是有時候也會寫給別的國家的人看，那時候你是用國語寫還是用英語寫？

Most: 英語

R: 就寫英語了，對不對，好來，你們聲音可能要再稍微大一點點，好，那還有其他原因嗎？盡量講，盡量舉手，來，NIC-9

NIC9: 可以做菜單

R: ?

NIC-9: 可以做菜單

R: 做菜單？什麼意思？

NIC-9: 我的意思是說自己的那個菜單可以借給別的餐廳

R: 喔，你覺得你很，你對你對煮菜很有興趣，是嗎

NIC-9: (點頭)

R: 所以你想把，你自己覺得你的菜單很好，所以你想要分享給其他國際上的人嗎？

NIC-9: 對

R: 這個是一個很好的理由耶，這個我之前都沒想過喔，很好，很好，你呢？NIC-2，你呢？

NIC-2: 英文，英文，就是說英文比較方便

R: 喔，會使用英語比較方便，對不對，很好，剛剛就有類似的，NIC-11 呢

NIC-11: 做商品的時候會跟國際溝通，就那什麼東西就要跟國際報告，就要講那個英文

R: 做商品？就是你們如果有在做貿易，對不對，要跟國際上其他的商人溝通要講英文對不對

NIC-11: 嗯

R: 對，很好，好，可不可以講話再大聲一點點，因為老師怕錄音的效果不太好，好，還有原因嗎？唉，這些人都搖頭，阿你都說很重要，那怎麼想不出原因呢？好啦好啦，有一點，英語老師說英語很重要，對不對？老師是不是三不五時就會跟你說要把英語學好，要把英語學好對不對？好，好，那如果你剛剛，剛剛只有靜雯嘛，NIC-1，你剛剛你覺得說學習英語並不重要，可不可以解釋一下你覺的為什麼學英語不重要

NIC-1: 因為我覺得它不是本國的語言，我們要把國語講好，再學其他國家的語

言

R: 你覺得它不是本國的語言，所以你沒有機會用到它，是這樣嗎？

NIC-1: 嗯

R: 對，就這樣，所以你覺得它不重要，好，這也是一個很好的理由，我們先把自己本國的語言學好，再學其他國家的語言對不對，好，很好。好，那我現在要問一個很現實的問題，要據實回答，請問你覺得，你自己覺得你自己平常有沒有認真在學英語，有的請舉手

NIC-2: 在學校，在學校嗎？

R: 在學校在家裏都有

R: 平常有認真在學英語的就只有 NIC-1 喔，其他人都沒有認真喔，喔，我好失望喔……在安親班會學喔，大聲一點大聲一點

NIC-2: 在家裏有時候也會學

R: 在家裏有時候也會學對不對，好，好，那如果你平常有認真在學英語，你覺得，請提出喔，請提出你用了哪一些學習英語的方法

NIC-9: 我有…

R: 來，先聽 NIC-1 好不好，那個 NIC-9 我們等一下喔

NIC-1: 我不會的會努力的去問同學

R: 很好，這是一個非常好的學習態度，還有嗎，來，NIC-9

NIC-9: 電腦裏面直接上網找

R: 喔，會直接上網去查你不會的東西對不對，很好，NIC-11 呢？

NIC-11: 電腦上的那個主機板上面會寫英文，然後我會用翻譯機去找

R: 喔，電腦的主機板上面的英文你會用翻譯機把它翻譯出來，這也是一個不錯的方法，你們怎麼都這麼厲害，阿 NIC-2 呢

NIC-2: 有些英文那個唸起來有點像國語

R: 對，有一些，有一些英文跟國語是類似的，可是不多，你可不可以舉一個例子

NIC-2: 像沒有就是 without, 我就會想到味道

R: 喔，所以你會用諧音嘛，很好，你呢？NIC-9

NIC-9: 可以直接把影片放在電腦裏面看，然後有英語的字幕

R: 喔，所以你會看一些英語的影片嘛，對不對

NIC-9: 因為我們家有電腦

R: 喔，你們家有電腦，直接用電腦就可以看那個英語的影片，好看嗎

NIC-9: 好看

R: 好看嘛，對嘛，好，剛剛問了喔，請你也據實回答，你們不可以光坐在這裏，你要回答，不然我怎麼知道你的問題在哪裏呢？好，如果你平常，剛剛我們聽了好幾個同學跟我們分享了很好的英語學習方法對不對，可以用電腦，用翻譯機，甚至上網，還有可以問同學，好，那如果你平常沒有認真在學英語，可不可以請你解釋一下為什麼？那個，NIC-8...

NIC-8: 學英語很煩人

R: 很煩，真的？為什麼？

NIC-8: ...

R: 是因為要背的字太多嗎？

NIC-8: 不是

R: 只是覺得很煩，就這樣？嗯...這我倒是沒有想過耶，還有什麼原因？來 NIC-9

NIC-9: 很累

R: 很累？阿你學其他科目會不會很累

NIC-9: 健鴻：不會像學英語這麼累

R: 沒有像學英語這麼累，對不對，感覺上英語好像比較困難，對不對，好，來，那個 NIC-5

NIC-5: 就那個字有時候太多背不起來

R: 是背不起來還是不想背

NIC-5: 是有點不想背然後背不來

R: 所以有時候英語字一個英語字裏面就字母太多了所以就背不起來，就不想背了，對啊，我們學校的課本那個字有的真得很難對不對，上次你們班有被我唸過，對，哈！對，阿 NIC-10 呢，大聲一點

NIC-10: 雖然學英文比較好，但是假如那個你正要寫數學和假如你正要背，把單

字背起來，會有些吧影響他的數學

R: 學英語會影響到數學喔，就是你記了東就忘了西，這樣子嗎？

NIC-10: 有些會忘記

R: 有些，對啊，可見有一些字真的是不好背，對不對，像上次那個什麼 **playing computer games** 就很難，很難背喔，那還有哪一些原因讓你沒有認真學英語？你們兩個都沒有講，要講給我聽，怎麼樣，想看看啊，耶，人家老師有準備了好吃的東西要給你們，可是你都沒有回答啊，那我就不好意思給你們囉，

NIC-12: 學校如果不會的話可以叫媽媽教我

R: 喔，所以你媽媽會教你英語對不對？

NIC-12: 對，有時候

R: 有時候，所以你學校如果發現你不會，你會主動問媽媽，媽媽會教你嘛

NIC-12: 對

R: 這，這是一個認真學英語的方法喔，好，那你 NIC-13 呢？你覺得你是認真還是不認真，你照實講，據實講，沒有關係

NIC-13: 不認真

R: 蛤，不認真喔，呵呵呵呵，真的很誠實，為什麼？

NIC-13: ………

R: 我跟你講，今天的錄音只有我知道跟你知道，其他的老師不會知道

NIC-13: 不太想背

R: 不太想背，為什麼

NIC-13: 字母太多了

R: 字母太多了喔，所以生字太長了，對不對，對，這個也是一個蠻，蠻難解決的問題喔，好，那 NIC-2 呢？

NIC-2: 假如你把英文背起來

R: 大聲，大聲

NIC-2: 假如你把英文背起來，考試的時候假如錯一個字母，就會影響到全部的單字，這樣子會覺得有點，有點不好

R: 有點不好

NIC-12: 嗯

R: 可是，好，我知道你的問題是什麼，你希望老師一個生字扣一個字母就好了

NIC-2: 不是，假如那個罰寫要罰寫十二遍，雖然可以讓我們進步，但是寫太多了

R: 寫太多喔

NIC-2: 可能忘記寫，會被老師唸

R: 會被老師唸喔，可是罰寫有時候真的是希望你們把它背起來啊，好，那下一個問題，我們來看下一個問題，你覺得，用想得就好了，你覺得要怎麼樣做才能夠把英語學得比較好，可不可以提出具體的方法，喔好，很好，這個最快，來

NIC-5

NIC-5: 死背

R: 死背？蛤啊，真的喔，NIC-9 呢？

NIC-9: 靠那個那個影像和那個諧音背起來

R: 喔…

NIC-9: 可以用圖片

R: 可以用圖片跟諧音來背，是不是，好，NIC-2

NIC-2: 只要你有用心去背，一定可以背

R: 對，用心的背，對不對，阿 NIC-12，你剛剛有舉手

NIC-12: 回家複習

R: 回家要複習，老師上完課，回家馬上複習，對不對，好，你呢

NIC-11: 一直重複的唸

R: 喔，一直重複的唸，一直重複的背，對不對，所以你的英語不錯嘛，對不對，來，你呢，NIC-8，對不起

NIC-8: 按照發音唸

R: 按照發音的規則唸，對不對，所以你有學過，學過字母拼讀法，你會字母拼讀法嘛，對不對，還是自然發音

NIC-8: 自然發音

R: 對，你會自然發音喔，很好，你呢，NIC-2

NIC-2: 假如你有考試，考英文，有些那個有錯的可以回家複習一遍

R: 對，有錯的馬上回家複習，阿下次就比較不會錯了對不對，很好，這你們你們提出的方法都非常的好，好，那請問呢…還有嗎？這兩個又不講話，又，啊你也是

R: 蛤，NIC-9

NIC-9: 可以玩電腦，那個英文的電腦遊戲，然後照那個背起來

R: 喔，利用英文的電腦遊戲背單字，這也是一個不錯的方法耶，現在有很多這種軟體對不對，很好

R: 很好，你們的方法都不錯，阿你們兩個呢，還是笑，真好玩喔，好，請問呢，請問你願意多下一點點功夫把英語學好嗎，願意的舉手，蛤，不錯喔，有九個小朋友願意多下一點功夫把英語學好，對不對，很好，那個 NIC-1 本身就很努力學英語了對不對，好，那其他小朋友呢，不想把英語學好，真的，NIC-11，為什麼

NIC-11: 太煩了

R: 蛤？

NIC-11: 太煩了

R: 太煩了喔

NIC-11: 壓力太大

R: 壓力太大了喔，真的喔，學英語是學校的英語會讓你壓力太大還是安親班補習班的英語會讓你壓力太大

NIC-11: 都有

R: 都有喔，壓力都很大喔，這個也是一個問題喔，那 NIC-10 你哩

NIC-10: 那個假如在安親班，安親班老師有發那個數學考卷，那剛好我們去上英文，後來回來沒有聽到，就是還要寫

R: 所以就是同時要學英文跟數學，很難對不對，沒有辦法兩個都顧到，是這樣嗎

NIC-10: 是沒辦法把一樣，另一樣事情做好

R: 喔，你做一樣事就來不及做另外一樣事情了對不對，這個也是一個蠻大的麻煩的地方喔，好，阿那個 NIC-8 呢

NIC-8: 如果上課很好玩才會想要去唸

R: 是喔，那你上我的課有沒有想要唸啊？

NIC-8: …

R: 所以安親班，如果，如果你去補習班你要覺得它上課很好玩你才想去嘛，好，來，接下來的問題老師想要了解一下你在家裏面的英語學習環境是怎麼樣，所以第一個問題是，好，請問你自己在家會讀英語嗎？會讀的請舉手，好，老師登記一下，那其他有好幾位小朋友在家沒有讀英語對不對？老師上課教完就算了，對不對

NIC-11: 讀不出來

R: 你讀不出來？你讀不出來，你有沒有買 CD

NIC-11: 我們家是別種 CD

R: 是別種 CD，沒有辦法讀

NIC-11: 是舊的那種錄音機

R: 沒有辦法讀 CD 喔，那我再幫你想別的方法，我再想看看，好，如果你在家裡會讀英語，請問你在家裏是自己讀英語，還是爸爸媽媽陪你讀呢？

NIC-2: 自己讀

R: 自己讀，NIC-2 是自己讀

NIC-5: 叫姐姐陪我讀

R: 那個 NIC-5 是叫你姐姐陪你讀

NIC-5: 因為有時候不會就問姐姐

R: 對，有時候不會你可以問姐姐就好了對不對，阿 NIC-2

NIC-2: 我是自己先複習，讀完了有時候會叫媽媽幫我考

R: 喔，請媽媽幫你複習，自己讀完了再請媽媽幫你複習，這樣對不對，這也是一個不錯的方法，好，所以主要，還有一個，NIC-12 呢

NIC-12: 嗯…

R: 自己讀還是媽媽陪

NIC-12: 媽媽有時候會陪我

R: 有時候會陪你，阿你有問題再去問她，這樣對不對

NIC-12: 嗯

R: 對，很好，好，那…如果你有哥哥姐姐，來，這裏面有哥哥姐姐的請舉手，耶，幾乎都有，好，請問哥哥姐姐會陪你們讀英語嗎

Some: 會

Others: 不會

R: 你的會，誰不會，你的姐姐不會喔，好沒關係，還有會的舉手，阿你們兩個是不會

NIC-2: 那個那我哥哥在越南

R: 喔你哥哥在越南，所以是這樣子喔

NIC-9: 我的那個哥哥因為那個英文也太爛了，所以教我都教錯

R: 哈哈，你哥哥英文也太爛了，可是他願意教你也不錯啊，他願意教你就有陪你啊

NIC-9: 他全部都教錯

R: 是喔，會那麼差喔，好，來，接下來，再家裏除了父母，爸爸媽媽，哥哥姐姐以外，還有沒有其他的親人會陪你讀英語，你，NIC-5，誰

NIC-5: 堂姐

R: 堂姐，好，堂姐，阿 NIC-2 呢

NIC-2: 那個姑姑

R: 姑姑，姑姑是爸爸的姐姐還是妹妹

NIC-2: 應該是…嗯…不知道

R: 不知道，沒關係，阿 NIC-1 呢

NIC-1: 嗯，媽媽

R: 媽媽喔，媽媽會讀，媽媽會陪你讀，好，來，如果你在家會讀英語，你每天大概花多少時間讀英語，NIC-2？

NIC-2: 有時候二十分鐘，有時候三十分鐘

R: 二十到三十分鐘，好，那 NIC-5 呢

NIC-5: 四十到六十分鐘

Appendix J

Partial Verbatim Transcription of English Teachers' Interview

訪談日期：2011 年 5 月 20 日

訪談時間：上午 8:20 至 9:20

訪談地點：原預訂圖書室，因 8:35 前圖書室有絃樂團在練習，故先於教師休息室進行，待 8:40 再移至圖書室繼續進行

受訪者：陳老師（任教三年級及六年級，TA）

兵老師（任教四年級及攜手計劃，TB）

訪問者：本研究生（任教三年級及五年級，R）

（新移民基本資料簡介）

R：這裡有一份資料要先給你們看一下，就是全校三到六年級的新移民學生的名單，就是請你看你教的年級，我覺得不會像我預期的那麼多，愈低年級愈多

TB：這幾個程度都不好耶！

R：我自己教的那個年級，就是五年級，也是只有一個程度比較好，只是六年級我覺得都還不差

TA：六忠像是陳旻陞跟李信毅都還 OK 啊！

R：可是他們兩個的成績其實低於平均成績的

TA：陳旻陞沒有啊！這個是什麼時候的成績？

R：就上學期的

TA：我覺得他退步很多，他以前很好耶！

R：10 號是陳旻陞，11 號是李信毅

TA：不會啦！我覺得陳旻陞 OK 啦！我覺得他可能就是比較懶啦或怎麼樣，他最近比較沒那麼好，可是他以前他都會啊！我知道了，你看的是段考成績還是平常考成績

R：是全部總成績

TA：那他可能就是背書什麼的沒有做到，我覺得他考試都考得還不錯喔！所以我上次跟你講說，就是假如你要看成績的話，你可以看段考成績，因為總成績會加上 20 分的平時成績，影響還蠻大的，就會拉下來了

R：應該是看整體的，就是全部的表現，就是也要包括學習態度這樣子。阿這幾個是新移民學生，這個應該是周宜恬吧！然後……還有就是陳冠全跟謝亞臻，然後謝亞臻我有問過她，她說她媽媽會跟她講英語，然後就開始進行我的訪談。

(開始進行訪談，地點：教師休息室)

R：我想談的目的是想要看就是學校裡面的新移民小朋友的英語學習狀況，包括他的學習成就、學習態度還有他學習上必需要，可能會遇到的一些困難，所以就是需要你們兩個的，就是幫忙，還有協助提供資料這樣子。那可不可以簡單介紹一下你自己的學歷還有英語學習的經驗，簡單就好了，對

TA：我叫陳 XX，然後我大學是就讀屏東師院的語言教育系，然後有修二十學分的輔系

R：是英語教學、英語教學的輔系嗎？

TA：對。然後，學習的經歷就是，大概從大四開始，就比較，對，比較認真讀英文，大四開始比較認真讀，然後，後來就是實習的時候就去，就去考那個英檢中高級的考試，然後，就是英文學習大致來講，還算沒有遇到什麼太大的挫折，然後後來就考上英文老師這樣子

R：阿你呢？TB 老師？

TB：我叫 YY，然後，因為大學就在那個紐西蘭讀書，所以就順其而然的開始講英文這樣子，經歷就是回來之後就開始在那個英語補習班當美語老師，然後就一直持續持續。

R：那稍微簡單介紹一下你的英語的教學資歷，就是大概教過怎麼樣的學生，教過幾年級這樣子，對。

TA：我從實習開始，實習那一年有代三年級的英文，一個禮拜一節課，這樣大概

帶了半年，就一個學期，然後後來我就是實習結束之後，有去台中的美語補習班教書，那教了一年，後來又去彰化縣的那個一個國小代課一年，然後，接下來就是來到大成國小，就當英文老師這樣子。啊教過的年級的話，從三、二年級有教過，之前我們學校有教二年級嘛，就教過二三五六年級

R：四年級沒有教過喔！

TA：四年級好像沒有教過，是，啊有，四年級有兩班，對對對，那全部都有教，二三四五六都有教過，對，就這樣。

TB：就是畢業後在高職，在高職教過一年英文，教那個會話，然後再來就到幼稚園教美語，然後就安親班教了一年，

TA：哇！比我們還資深耶！你不講我們還不知道耶！所以你一直有在教英文嘛！

TB：嗯，然後再來就在大成當代課的英語老師，當了七年

R：這，超資深的

R：那接下來的問題都是關於新移民的那個英語學習狀況，那請問就你的認知，你認為，就你的經驗來看，你認為新移民學童的英語學習成績跟一般台灣學童的英語成績，是否有差別？那我這裡指的新移民學童，指的是，就是，母親是東南亞裔的新移民學童，對，就是他們的成績，英語學習成績跟一般台灣孩子、學童的英語成績有沒有差這樣子？

TB：那我先講好了，英語成績我覺得差很多耶

R：差很多喔！

TB：就是可能家裡的媽媽有在幫忙看作業的或是沒辦法看作業的

R：你是說個別差異很大嗎

TB：對！個別差異蠻大的

R：那如果針對就是這個名單上的新移民學童，你覺得他們的學習成績有比較差嗎？

TB：學習成績有比較差一點，那學習態度也是，都不是很積極

R：對，我那時候就是看到四年級的好幾個才決定要作這個主題的，因為他們三年級是我教的，對啊！然後你呢？

TA：我覺得這樣看一下這幾位小朋友，就我教的話，感覺上呢，就像這個三年孝班這個林佳宇跟趙紘慈啊，這個趙紘慈，她就是啊，可能她其他科也都不是很好，就是那種新移民子女，你會發現其實就是說他們可能在其他科目表現的也可能不

是那麼好，但是我覺的倒不見得就是因為他們是新移民子女所以英文不好，基本上應該是因為他們是新移民子女，所以像是菲律賓籍的應該英文會比較好才對，因為媽媽她們都會講英文應該也是可以教他們，所後可見得他們這個現象不只是出現在英文，而是他們可能家裡，嗯、比較疏於就是看他們的作業或照顧他們，所以他們就是其他科目成績也不是很好，那甚至就是連英文，好像該比較好的也沒有比較好，這樣子。

R：好，那這些新移民學童的英語學習狀況，就是上課啊，表現啊，怎麼樣啊，然後請你就個別學生的英語學習狀況來說明，那個別學生就是這裡有列在表上，對，就、就你教、教過的學生

TB：像四年忠班的劉台越，如果說給予獎勵的話，他的學習態度就會比較好，如只是講說要上課，他就整個人就感覺會趴著一整節，沒力氣這樣子，然後高琇媛她感覺上在課堂上有認真的學習，但是程度，我不知道耶

R：那曾柏耀呢？

TB：曾柏耀喔，

R：因為我有教過他

TB：也是，學習態度還不錯，可是就是感覺有聽沒懂耶

R：是喔！啊許綵宸呢？

TB：許綵宸好像還 OK，她的學習態度不錯，然後成績雖然說不是很好，可以還不會像劉台越跟曾柏耀一樣，成績這麼的很差

R：那余建志呢？

TB：余建志喔，余建志應該是家裡不在乎

R：喔？

TB：我看他們班的導師也有幫他們在照顧，所以他成績應該還不錯

TB：然後林家綺、蔡祐銓、還有黃佩儀，他們是屬於那種安靜的小孩

R：就是那種上課認真聽，學習的

TB：學習喔，有認真在學，可是動作比較慢一點

R：這樣喔！那你呢？

TA：三年孝班林佳宇跟趙紘慈，趙紘慈她，她之前就是英文比較不好，可是我可能，我知道她媽媽是菲律賓籍，她也說她媽媽好像就有在教英文這樣子，也不知道是真的還是假的，然後我就跟她，有時候有寫聯絡簿一下，我發現她好像有進

步，她上次就考得還不錯

R：就有提醒她就會進步

TA：對對對對，阿她就是，對她有進步蠻多的，可能就是她媽媽有在教她，阿林佳宇的話，她就是，上課是不會吵鬧，是還好，就是靜靜的這樣子，有可能就是作業方面，就是常常有缺交，就會影響到她學習的成效。然後六忠的話陳旻陸跟李信毅，基本上這兩個你不講我都不知道他們是，不知道他們是印尼跟越南的子女，因為他們的表現還不錯啊，像旻陸他之前表現很好，可是他最近可能比較散一點，比較沒有那麼好，啊可能因為他們都有在補習啊，所以成績方面都還 OK 這樣子，啊李信毅的話，他上課也是還蠻聽話的，只是說，就是可能說沒有非常非常的認真，所以我覺得以他們兩個的程度應該都可以表現很好的，但是最近不知道是不是因為六年級的關係，心比較浮，心比較不在焉這樣子，所以成績就會退步。六教謝亞臻的話，她也是很安靜，但是就是感覺好像反應會稍微慢一點，她也是乖乖的那一種，乖乖牌的那一種

R：那亞臻其實說她媽媽回家會跟她用英語交談，可是我看她的英語成績其實跟其他小朋友比是沒什麼多大差別的，就是也沒有特別好，也沒有特別壞

TA：因為她媽媽就是，程度是比較齊一點，是還好，就是沒有說特別好啦。那六仁陳冠全的話，他就是中中的，沒有特別好也沒有特別差，他上課就是還，也是蠻認真的。那周宜恬的話，她就是，因為她可能真的沒辦法，她有在上資源班，那她其他科也是不太行，我覺得她本身就是可能，不知道是智力方面會有一點點沒有那麼好，所以這個…

R：可是學習態度是好的…

TA：對，學習態度是好的，但是就是，考試什麼就是沒有辦法，啊作業也寫得，如果你有特別要求 OK，但是就是她可能自己沒有辦法完成那些寫習作之類的，她抄寫是 OK，但是習作，要動點腦筋的，她可能就沒辦法

R：好，我們要不要就是換到圖書室去？

TA、TB：OK

（轉移陣地：圖書室）

R：好，那剛剛其實講到新移民學生的學習態度嘛，接下來是，這些新移民學生的英語學習態度跟一般台灣學生相比，有沒有什麼不同，上英語課時是比較消極或者是比較積極？

TA：嗯，上課的態度喔

R：就是比方說上課的參與程度

TA：我覺的剛剛那幾個，大概只有陳旻陞比較有參與，其他就是，感覺，你沒特別注意你會感覺不到他們的存在，對，就是沒有特別，他們也沒有表現就是特別吵鬧或是怎麼樣，就是，如果你沒有特別注意，他們會變成隱形人的那一群

R：那你的學生呢？

TB：學習態度，我覺得他們的學習態度都比台灣學子還好，可能因為家庭背景的關係吧！

R：還好？你的好是因為，是指說他們比較乖，還是…

TB：比較乖，也不會…

R：那你說的剛好跟她（TA）的相反，對，我所謂的學習態度是他上課的參與程度

TB：參與？參與程度就…就是安安靜靜的坐在那邊，然後，還是像曾柏耀，有一些像曾柏耀，蔡…蔡祐銓、余建志跟林家綺，這幾個參與的態度都還不錯，只要有什麼有獎徵答的話，或者說開始有活動的話，他們的態度都還蠻積極的，反而不像有一些台灣學子就是覺得說可能是學過還是怎麼樣，感覺很無所謂

R：好，那你認為新移民學童在英語學習上比較可能遇到那一些困難，那這個困難我會分三個部分問，一個是他本身，另外一個是他在家裡可能出現的英語學習挑戰，還有一個是在學校學習英語可能遇到的困難。先針對就是說，嗯，普通他們比較常遇到的困難是什麼，對

TA：我覺的基本上，不知道是不是我們以偏概全的想法，就是基本上這種家庭，我覺得媽媽可能是外籍配偶的家庭，好像有時候不是那麼的健全，就是，比起一般比較正常的家庭，好像比較沒有那麼的健全，就是可能爸爸媽媽關注在他們課業上面的程度比較少，所以他們就是自然而然的成績可能表現比較沒有那麼好，那另外就是我覺得這些小朋友他們其實比較缺乏信心，不知道是因為他們對語言的掌握有點問題還是怎麼樣，我不知道這些人他們的母語是表現好不好，因為其實就像我們學英文，其實就是理解能力嘛，我覺得假如國語差，英文也不會好，對，所以我在想說…

R：所以他應該很多科都不會很好嗎

TA：對、我知道，就是說會不會他們可能國語，就是語言能力比較差一點，所以在學習上面就會比較多困難，不管是學習國語數學，或者是自然科社會科的理解會比較慢一點，所以導致他們在學業上成績上面就比較表現不突出，比較沒有那

麼好，或是比較差，所以導致他們信心比較不足，所以這些小朋友他們就是會表現得很乖，但是沒信心嘛，所以他不會勇於表現嘛

R：那你呢？

TB：題目可不可以再說一次？

R：就是他們在學英語上會比較可能遇到的困難，就是以你教師的立場來看

TB：我覺得這應該就是融入吧！因為給我的感覺，像這幾個小朋友就是安安靜靜的在那邊，然後，除非你剛開始上課的時候，老師有給你提醒說哪幾個小朋友比較特別，或者像劉台越他的、他的動作很大，所以你馬上就發現說這個小朋友可能在學習上比較沒辦法配合你，所以你就會特別的去關注他，那像琇媛跟家綺、祐銓，那個是因為考試之後才發現到他的程度不是很好，不然就是，嗯，怎麼講，就是…

R：所以也不會特別注意…

TB：特別注意到他們

R：其實我也是很偶然發現的，對啊，就是學校要我挑補救教學的名單啊，結果他選給我的名單就是特殊家庭啊，就有新移民的小朋友，結果我就發現，那時候是三年級，就三年級要參加補救教學的，很多是新移民的學生，對，啊平常你上課真的是不會注意到他們，因為他們就是蠻，就是不會說很積極這樣子，對

TB：像黃佩儀這個小朋友，她就是你跟她講，她好像，感覺，不知道是聽得懂還聽不懂

TA：她聽不懂啦！我教過她，我覺得她聽不懂，她不知道你在講什麼

TB：然後她就是好像已經，她好像感覺到你感覺到她是放空的状态，就是你跟她講她也是照樣看著你，然後看起來好像無法理解

R：所以她有可能理解力就是像剛剛那個陳老師，XX 老師說的，是不是可能國語的理解力也沒有很好ㄟ

R：好，那你覺得新移民學生本身，剛剛是整體而言，現在是看個別的小項，就是新移民學生他本身在英語學習上可能遇到的挑戰是什麼

TB：遇到的挑戰喔，我覺得應該是環境跟他們的心態，如果他們的心、他們的態度覺得他們在這裡是 OK 的，我覺得應該學習的效果會還不錯，然後還有再來就是，我覺得所有學習最重要都還是家、家庭，家庭佔一個很重要的因素，所以如果家庭，家裡爸爸媽媽或者是家裡的長輩，有跟著他們一起學習的話，我覺得相形之下小孩子的學習會進步很多。

R：那你呢？

TB：剛剛你（TB）提到家裡的問題喔，可是說真的…

R：我說的是本身，家庭是第二個問題，我等一下才要問

TA：他本身會遇到什麼樣的挑戰是不是？

R：對

TA：嗯…我覺得信心不足是一個很大的問題，我覺得他從其他科就得不到信心，然後就有點，可能會有一點點自我放棄的感覺，所以

R：像五年級有一個小朋友，就是羅健鴻，我覺得他就是因為這樣子，就是你提出的信心的問題，他有點自我放棄

TA：本身的挑戰喔，對啊，我覺得就像我剛剛講的，我覺的其他科會影響到他這一科的表現，因為其實，可是說真的啦，就是，有沒有去補習這件事情的確是影響蠻大的，因為剛剛有看到有補習的新移民子女他們就是表現會比較好，啊實際回歸到英文的學習，我覺得一個禮拜兩節課才那八十分鐘，你要真正學會，根本就是天方夜譚我覺得，所以我覺得本身教育制度就有問題啊，節數那麼少，還要學生學會，那根本不可能，除非他們…那就造成大家都要去補習啊，對啊

R：那沒有錢補習的，不就問題很大囉（笑）

TA：沒有補習就不會，所以根本就是那個社經背景的關係啊

R：好，那第二個問題是，新移民學生在家裡學習英語可能出現的困難為何，剛剛有提到嘛，在家裡，就是家庭如果有鼓勵他，他可能就會比較，比較想要去學習

TB：我覺得因為，好像不是只有新移民，感覺上因為台灣官方語言不是英語，如果說你回到家裡，還要，他們原本在學校就是不是很有興趣，那回到家裡還要強迫他繼續學習的話，那到最後可能造成一種排斥感，對英文會有，我覺得好像可能就是會造成排斥感，就是說反正他們已經有那種自我放棄的感覺了，他會覺得說有學沒學其實都一樣

R：他不知道為什麼要學英語…

TB：對…

R：也沒有人告訴他怎麼學英語

TB：對，重點！

R：啊你呢？

TA：你說家庭背景嗎？

R：在家庭，在家裡學習英語可能出現的困境

TA：困境就是，要是，其實我覺得這個也不見得，不限定是新移民子女啦，就是、就是家長重視英文的話呢，他可能多多少少會讓學生，也就是讓孩子要去複習，督促他這樣子，那基本上如果他沒有補習，家長又不督促他，我覺得新移民子女跟一般台灣子女都一樣，就是會成績表現不好，除非自己特別認真，想要學習。那另外，可能就是像我講的，可能就是新移民子女他們家庭的健全度可能沒有那麼足夠，所以可能家長都比較少在關注學生的那些功課方面，那自然英文就可能，因為英語又不是排在，排在第一順位嘛，它可能排在所有的考試科目之後，所以就是更表現不好，這是可以理解的

R：那你覺得新移民的學生在學校學習英語可能出現的困難是什麼？

TB：就可能出現的困難就是他跟、跟得上或跟不上老師的、的課程內容跟進度

R：像你說那幾個靜靜坐著、上課很乖的小朋友，其實他也不一定是跟的上的，是這樣嗎？

TB：對對對，有幾個像蔡祐銓他們還有、蔡祐銓、余建志、黃佩儀，他們幾個字都寫得很漂亮，可是如果就是用嘴巴跟他講，就是口試的方式提醒他的話，他就傻住了，可是你如果要叫他用抄寫的，你也不覺的、就是說他抄出來的東西還、還 OK，還蠻不錯的

TA：可是黃佩儀她是不是連位子都會寫錯啊？她的字好看，但是…

TB：對啊！會寫錯，她的字，稍微盯一下她，她、她的字體還、還蠻好看的

TA：可是我發現一個問題，就是像我們那個練習本，你上面都已經印一行給他看了，她從那一行抄到下面那行，她就是抄不好，她就是位子她就是搞不清楚，也不知道為什麼

TB：像我現在就是叫人家直接站在她旁邊

R：我有幾個三年級的小朋友也是這樣

TA：很奇怪

TB：我就直接拿給她看，不然像有一次我幫他們考單字考完，她的啊，她拼那種字實在是拼得好像是不知道在講哪一國語言，還可以唸得出來，可是就是唸的…

R：很像外國話，很像不是英語的語言

TB：對啊，不像英文（笑）

R：在學校學習英文可能，就是可能，你的意思是，就是說上課老師在教的時候，他跟不跟得上的意思

TB：對

R：是這樣子喔

TB：如果跟得上，應該就…

R：就算他靜靜在那裡坐著，他也不一定跟得上就是了

TA：我覺得他們這一群，就是因為他們都很乖，沒有特別吵鬧或怎麼樣，所以其實還蠻容易被老師忽略的，因為他們如果表現特別好，或是秩序特別不好，這個我們會，這正常嘛，老師就會特別注意到他們，但他們就是安安靜靜的，又不會吵你，但是他又學不好這樣子

R：就是到、到要評量的時候才發現說其實他們是

TA：他，是沒辦法

R：是沒有學進去

TA：對，他真的沒有學進去，有可能是學習的速度也比較慢一點，跟不上老師，再加上回去也都沒有在複習啊。然後，我覺得老師會有一個心態，就是說，像我的話，我會先問看看他其他科表現的如何，像那個黃佩儀啊，她，我覺得她，她其他科大概也都不行了，這個我就覺得，大概就是普普

R：周宜恬也是啊

TA：對、這個我就不會，不會就是給他要求很高了

R：嗯

TA：對，就基本的，不要考，考得就是，嗯，可是考不及格是正常的，不要考得太糟、太糟、太糟這樣就 OK 了

TB：我對這幾個小朋友感覺是說，只要他們有開口跟著你唸，那這樣子就已經蠻、蠻開心的了。

R：好。那第五個問題是，可以就個別新移民學生在學習上出現的問題一一說明嗎？針對就是，剛剛其實都有提到，就是針對說比較有問題的講就好了。

TA：他們學習的問題喔！這個沒有什麼太大的…

TB：感覺，好像全部的感覺起來是，沒興趣，就像 XX 老師講的，沒信心，然後…

R：沒興趣，沒信心…