

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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國中英語教師與學生對於文法教學與錯誤訂正信念之研究

**Similarities and Differences between EFL Students' and Teachers'
Beliefs in Grammar Instruction and Error Correction**

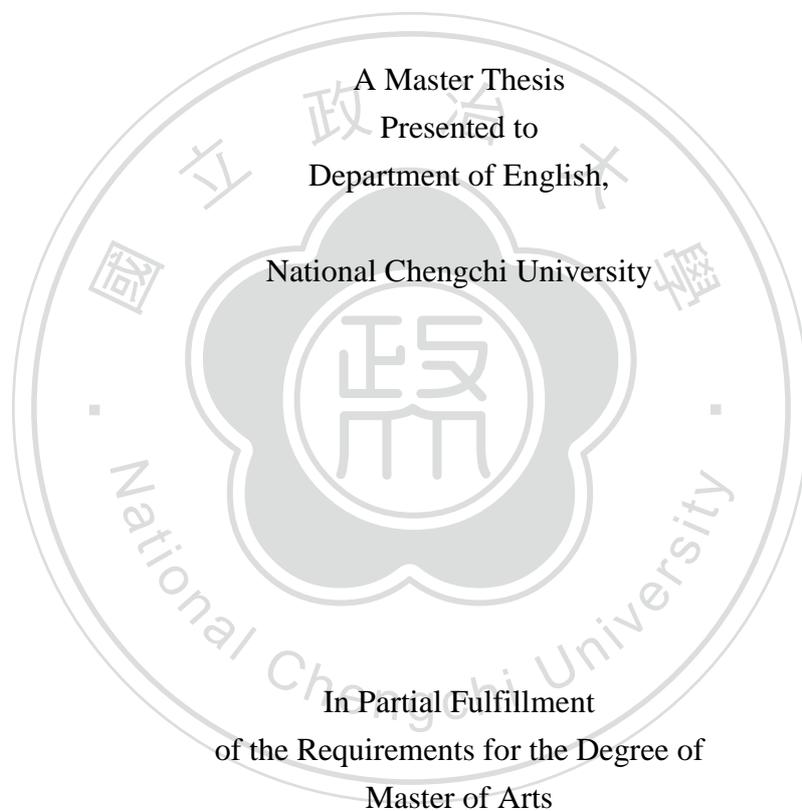
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Similarities and Differences between EFL Students' and Teachers'
Beliefs in Grammar Instruction and Error Correction



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To Dr. Ming-chung Yu
獻給我的恩師余明忠博士



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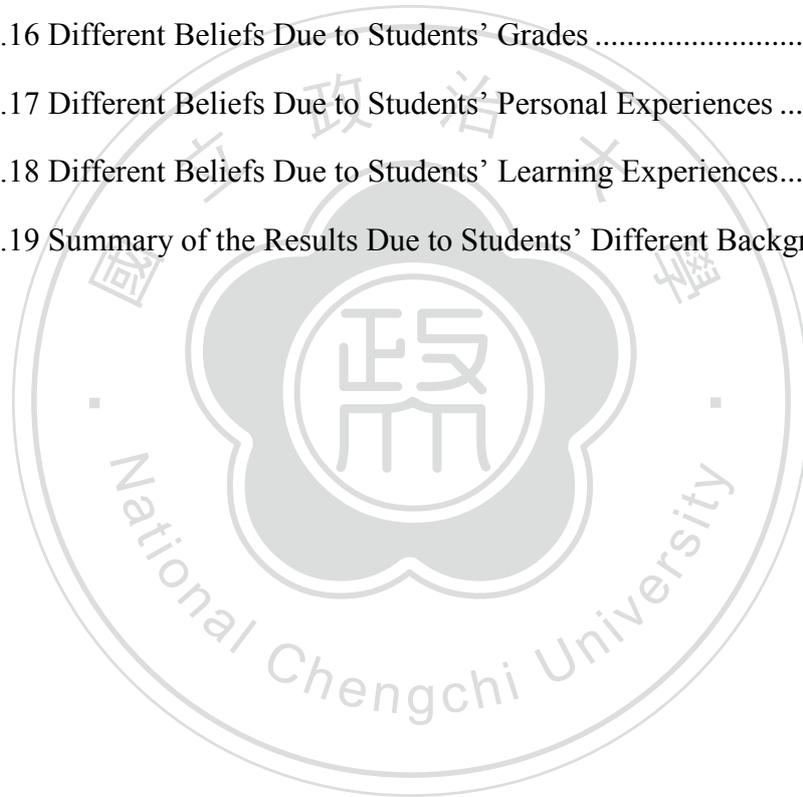
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國立政治大學英國語文學系碩士在職專班

碩士論文摘要

論文名稱：國中英語教師與學生對於文法教學與錯誤訂正信念之研究

指導教授：余明忠博士

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論文提要內容：

文法教學與錯誤訂正一直是課堂上的重要元素，因此了解老師與學生對於文法教學與錯誤訂正的信念有助於教學。本研究旨在探討台灣國民中學英語老師與學生對於文法教學與錯誤訂正的信念差異，並了解不同背景變項對於老師與學生信念的影響。研究工具採自編問卷，針對大台北地區 141 位國民中學英語老師與 214 位國民中學學生進行抽樣及問卷施測。資料分析採用 SPSS 18.0 版本，並將所得的資料以次數分配、百分比、平均數、獨立樣本 t 檢定及單因子變異數分析進行資料分析。本研究的主要結論如下：

一、老師與學生都相信文法教學與錯誤訂正很重要，但是溝通能力更重要。

二、老師與學生都表示最喜歡團體口語練習，其次是團體書寫練習、個人書寫練習，最後才是個人口語練習。

三、學生比老師更重視文法教學和錯誤訂正，而老師比學生更重視文法練習。

四、學生比老師更肯定同儕訂正，並相信錯誤訂正對當事人與同儕都有益。

五、學生認為口語錯誤和書寫錯誤都需要即時訂正，而老師認為只有書寫錯誤一定要訂正，但口語錯誤只要不影響溝通便不需訂正。

六、老師的性別、年資、學歷與主修科系會影響其文法教學與錯誤訂正的信念。

七、學生的性別、年級、生活經驗與學習經歷會影響其文法教學與錯誤訂正的信念。

根據上述研究結論，本研究針對國民中學英語教師、教育行政主管機關及後續研究提出具體建議。

關鍵字：教師信念、學生信念、文法教學、錯誤訂正

Abstract

Grammar instruction and error correction have always been important elements in class. Understanding students' and teachers' beliefs in grammar instruction and error correction is helpful to teaching. The purpose of the study is to investigate (1) similarities and differences between Taiwanese junior high school students' and teachers' beliefs in grammar instruction and error correction, (2) background factors that may cause differences in teachers' beliefs in grammar instruction and error correction, and (3) background factors that may cause differences in students' beliefs in grammar instruction and error correction. Self-designed questionnaires were distributed to 141 English teachers and 214 students in junior high schools in Great Taipei Area. Number distribution, percentage, average, independent-samples *t*-test, and one-way ANOVA were adopted to analyze the data collected by the questionnaires.

A summary of the results is as follows:

1. Both students and teachers believed that while grammar instruction and error correction are essential, communication is more important.
2. Both students and teachers reported their preference for grammar practicing in the

- same sequential order of group oral practices, group writing practices, individual writing practices, and individual oral practices.
3. Students valued grammar instruction and error correction more than teachers, while teachers valued grammar practices more than students.
 4. Students valued peer correction more than teachers and believed error correction is beneficial to those who make errors and their classmates.
 5. Students believed both spoken and written errors need immediate correction. Teachers believed that correcting written errors is necessary, but that there is no need to correct the spoken errors as long as they do not obstruct communication.
 6. Teachers' genders, seniorities, degrees of formal schooling, and their majors were influential to their beliefs in grammar instruction and error correction.
 7. Students' genders, grades, personal experiences, and learning experiences were influential to their beliefs in grammar instruction and error correction.

Based on the findings, suggestions are provided for junior high school English teachers, educational institutions and researchers of related topics.

Keywords: teachers' beliefs, students' beliefs, grammar instruction, error correction

CHAPTER ONE

INTRODUCTION

Background and Motivation

As a human being, what we think often dominates what we do. Our belief systems have a crucial impact on our behavior. The beliefs of language learning play an important role in all aspects of language teaching and learning. Teachers, students, parents, schools, and even the society hold different beliefs in language learning. All these beliefs intertwine in our classroom. Among them, teachers' and students' beliefs, which directly affect the effectiveness of students' learning and teachers' instructions, are definitely the most important. Recently, in the fields of second language acquisition (SLA), researchers have regained their interests in teachers' and students' belief systems, trying to find out how the two belief systems interact with each other (Brown, 2009).

Research on students' and teachers' belief systems generally can be divided into three different categories: students' beliefs, teachers' beliefs, and the

comparison between students' and teachers' beliefs. The research on students' beliefs usually aims to understand what is in students' mind and tries to predict the possible conflicts they may encounter over the gap between the expectations of their foreign language learning and the real learning situation (Horwitz, 1988; Mori, 1999).

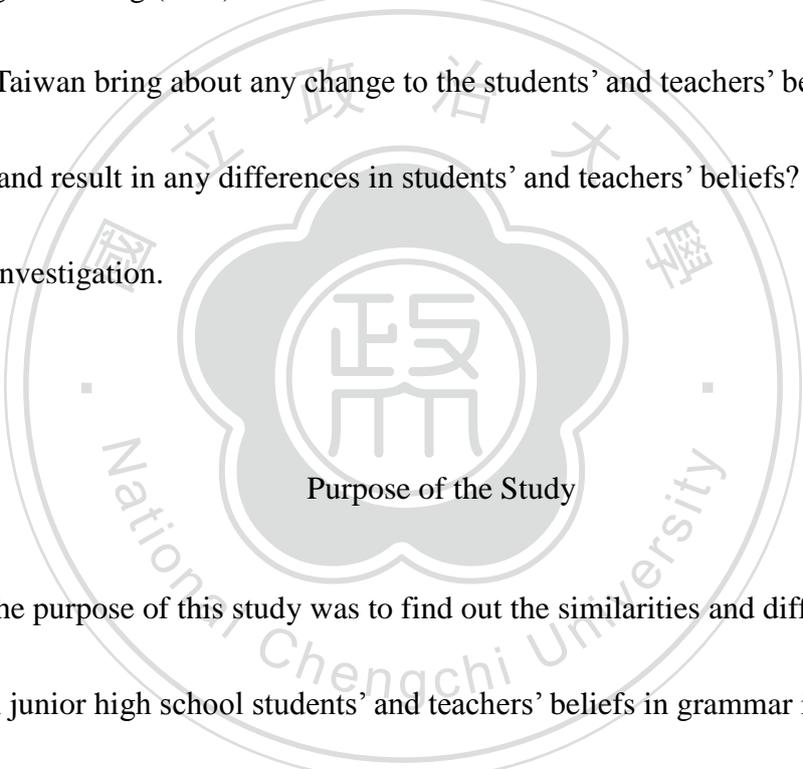
Horwitz (1988) reported that many beginning learners in the foreign language classrooms faced inconsistency between their own beliefs and the teacher's teaching practices. Mori (1999) found that learners' beliefs significantly correlated with their accomplishment in foreign language learning, their perception of the courses, and the language instructions they received. On the other hand, research on teacher's beliefs lends support to the idea that teachers' personal pedagogical beliefs have a strong impact on their classroom instructions (Brog, 1998; Johnson, 1994; Kagan, 1992). Brog (1998) observed that the teachers' initial training, in-service training, and teaching experiences constituted their pedagogical systems. In addition to the two lines of research mentioned above, there is still some other research on the comparison between students' and teachers' beliefs. Kern (1995) noted that students were generally more optimistic about learning a foreign language than their teachers. A similar result was also found in Brown's (2009) study. Based on the results of the various studies on the comparison between teachers' and students' beliefs, some researchers suggested that there be at least two noticeable areas showing great gaps

between teachers and students: grammar instruction and error correction (Brown, 2009; Shawn et al., 2009).

Some researchers have compared the perception differences in the grammar instruction and error correction between teachers and students (Liao & Wang, 2009; Schulz 1996, 2001). Schulz (1996) conducted the comparison of students' and teachers' beliefs in the American college foreign language (FL) classes, finding that students believed the formal grammar instructions and error correction were essential necessary, while fewer teachers valued grammar instructions and thought students' oral errors needed to be corrected as long as they did not hinder communication. Based on Brog (1998) and Schulz (2001), Liao and Wang (2009) conducted a similar survey by comparing the EFL senior high school students' and teachers' beliefs in Taiwan. They found that senior high school students in Taiwan also liked grammar instruction and error correction more than their teachers. The two studies reported that students and teachers in both eastern and western contexts valued grammar instruction and error correction.

However, different learning experiences in foreign language learning would affect students' expectations and beliefs (Brown, 2009; Davis, 2003). Junior high school students, who have comparatively fewer years of language learning, might have different beliefs from senior high school students. Meanwhile, junior high

school teachers might also have different beliefs from senior high school teachers because of their different professional experiences (Johnson, 1994; Kagan, 1992). Little research has been conducted on comparing junior high school EFL students' and teachers' beliefs in grammar instruction and error correction in Taiwan. The Ministry of Education (MOE) in Taiwan started to advocate Communicative Language Teaching (CLT) in the Grade 1-9 Curriculum in 2001. Does the trend of CLT in Taiwan bring about any change to the students' and teachers' beliefs in Taiwan and result in any differences in students' and teachers' beliefs? This calls for further investigation.



Purpose of the Study

The purpose of this study was to find out the similarities and differences between junior high school students' and teachers' beliefs in grammar instruction and error correction. In this way, the researcher tries to help teachers understand their students better, bridge the gaps between teaching and learning, and improve their teaching efficacy by overcoming the possible conflicts between teachers and students beforehand. The research results may serve as a resource for teachers to adjust their teaching for creating a win-win situation for both students and teachers.

Significance of the Study

The studies on students' and teachers' beliefs have existed for years, but it is necessary to re-examine their beliefs in grammar instruction and error correction under the present situation. The MOE in Taiwan has advocated CLT for more than a decade. However, some research has reported that it was hard to put CLT into practice in Asia (Anderson, 1993; Littlewood, 2007). Can the precious efforts and time spending on CLT really bring about changes in English classes in Taiwan? Are there any differences in students' and teachers' beliefs? Do these differences result in any good or bad influences on teachers' teaching? Wubbel (1992) noted that the changes in beliefs usually caused the changes of practices. The present study, with the intention to find out the possible influences of the CLT approach on students' and teachers' beliefs in grammar instruction and error correction, may serve as a prediction for the future teaching trend for all the teachers to further refine their own teaching.

Definition of Terms

Grammar Instruction

In this study, grammar instruction refers to focus on form. Focus on form is

unlike the traditional grammar teaching which consists of isolated forms under the structural syllabus. It is a kind of communicative tasks which draws students' attentions on linguistic elements in the lessons emphasizing on meaning and communication (Long, 1991).

Error Correction

In the present study, error correction refers to give feedback on students' unconscious performance problems in communication. Lai (2004) regarded it as a kind of focus on form and termed as reactive focus on form. However, Shawn et al. (2009) noted that learners tended to consider error correction different from grammar instruction. Therefore, they suggested viewing grammar instruction and error correction as two different categories when investigating students' and teachers' beliefs. Accordingly, the present study follows the suggestion of Shawn et al. (2009) and regards error correction as a distinct category from grammar instruction.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, the literature on the students' and teachers' beliefs in grammar instruction and error correction is reviewed in seven sections. The first section introduces the essence of beliefs. The second to the fourth section are about teachers' beliefs, students' beliefs, and the comparison between teachers' and students' beliefs. The fifth and sixth section portray students' and teachers' beliefs in grammar instruction and error correction. The last section presents the rationale for the present study and the research questions.

The Essence of Beliefs

The personal belief system functions as guidance for individual behaviors. It possesses powerful impact on behaviors. Comparing with knowledge, beliefs, which function as the blueprints of the behaviors, are more influential in directing individuals to arrange and clarify problems and tasks (Pajares, 1992).

There are several characteristics of beliefs. First, beliefs are stored in a

structured network (Nespor, 1987). Rokeach (1968) noted that beliefs were different in strength. The central beliefs possessed greater control over behaviors and presented higher resistance to changes than the peripheral ones. Sometimes, even when there was no reason or need for the beliefs to exist, they still survived. Second, beliefs are presumptions based on the early personal experiences (Nespor, 1987; Pajares, 1992). This characteristic was called “episodic storage” by Nespor. Besides, the beliefs tend to be personal and arbitrary (Nespor, 1987). Sometimes, the contradict beliefs can co-exist in the same network (Peterman, 1991). Third, beliefs do not always reflect reality. They often mix with personal affections and values (Nespor, 1987). Pajares (1992) reported individuals tended to stick to their beliefs even at the cost of distorting reality. Fourth, beliefs are free to be applied on different situations (Nespor, 1987). They would not be confined to any specific situations. Last, beliefs provide a position for individuals to refer to (Pajares, 1992). With beliefs, individuals can identify themselves with the communities they approved.

Teachers' Beliefs

Teachers' beliefs are influential. Some research has reported that knowing teachers' beliefs is helpful and enables the predictions of teaching practices (Johnson,

1994; Nespor, 1987; Pajares, 1992). Brog (1998) noted that teachers' beliefs were composed of their pedagogical systems, educational backgrounds, professional experiences, and their teaching context. Kagan (1992) reported that teachers' beliefs, which help teachers become independent in teaching, were important to both experienced and pre-service teachers.

Teachers' beliefs are hard to change (Kagan, 1992; Nespor, 1987; Wubbels, 1992). As Kagan (1992) noted, teachers, unlike students, were not being challenged for the inappropriateness and inconsistency in their beliefs. Without the external challenges, teachers' beliefs might keep stable for years. Besides, teachers' beliefs function as a filter for teachers to absorb new information (Brog, 1998; Goodman, 1998; Kagan, 1992; Pajares, 1992). Goodman (1998) called this function as an "intuitive screen." The intuitive screen was formed by the early childhood and school experiences. It was used as the criterion for accepting new beliefs. In other words, teachers' beliefs, which are rarely challenged, function as the protective device to reject the new inconsistent beliefs and to confirm the stability of the belief system.

However, there are still some factors which may change teachers' beliefs. Goodman (1988) reported that early childhood and formal schooling experiences were influential to teachers' beliefs. Johnson (1994) noted that teachers' formal

language learning experiences, including the experiences related to their teachers, curricula, activities, and organizations, were important to their beliefs. Moreover, teachers' beliefs may change because of their teaching experiences (Colton & Sparks-Langer, 1993; Johnson, 1994; Kagan, 1992). Colton and Sparks-Langer (1993) brought about the constructivist theory that teachers constructed their beliefs with their experiences. Experienced teachers would make use of their old experiences to interpret the new situation, to develop their own logic for dealing with class events effectively, and to make their teaching decisions based on the importance of the issues.

However, there are still discrepancies between teachers' beliefs and teaching practices. Pajares (1992) noted that teachers tended to return to conservative practices in teaching. The reason might be that although teachers possessed their own beliefs in teaching, they were constantly trapped in the gap between their beliefs and reality (Johnson, 1994; Littlewood, 2007). Their beliefs reflect the dissatisfaction with their own learning experiences. They want to improve the old teaching practices, but end up with no complete model to follow in the reality. As a result, teachers choose to adopt the conservative practices for the sake of playing safe. To solve this problem, Johnson (1994) suggested that teachers should understand their own beliefs, strengthen their faith in teaching, and make their

teaching meaningful in the social context.

Students' Beliefs

Students' beliefs are important because they have a great impact on not only students' learning but their learning strategies (Brown, 2009; Mori, 1999).

Understanding students' beliefs can help teachers teach more effectively (Horwitz, 1988).

Students' beliefs are more likely to change than teachers'. Kagan (1992) noted that learning new things might get involved in changing beliefs. Teachers might help students change their beliefs in three steps. First, they made students clarify their beliefs. Then, they would lead students to discuss the inappropriateness and inconsistency in beliefs. In the process of clarification and discussion, teachers would encourage students to coordinate and to distinguish the old beliefs from the new ones. These steps helped students become more open-minded to the change of their beliefs and more willing to accept new ideas.

There are several factors which might result in changes of students' beliefs. Mori (1999) noted that teachers' instructions might affect students' beliefs. Kern (1995) reported that students' beliefs might correspond to not only their teachers' instructions but the current educational trend. However, teachers' instructions were

not the only factor that might change students' beliefs. Students' beliefs tend to vary and refine under the influences of their learning experiences (Brown, 2009; Davis, 2003). The refinement helps students enhance their learning and improve their performances (Popvic, 2010). Moreover, students' personal backgrounds may also result in the differences in beliefs. According to Brown (2009) and Davis (2003), students at different ages might have different beliefs.

Research on students' beliefs provides teachers a better channel to probe into students' beliefs. Many students still believe that learning a foreign language involves translation, and put their focus mainly on grammar learning and vocabularies (Horwitz, 1988; Mori, 1999; Shawn et al., 2009). Besides, many students tend to impute their language performance to aptitude. However, this tendency might have negative impact on their learning (Horwitz, 1988). Similar finding was found in Mori (1999) that the lower achievers tended to believe more in language aptitude. Therefore, Mori (1999) suggested teachers to take students' beliefs into consideration, to encourage them to change, and to educate them to give up the myth of language aptitude.

A lot of research has reported that when students' beliefs did not fit in with actual teaching conditions and instructions, they might give up their learning (Davis, 2003; Horwitz, 1988). Kern (1995) noted that the teachers' beliefs did not have great

influences over students' beliefs. What really affected students' beliefs was teachers' teaching. Teachers should take students' beliefs into account and encourage students to establish correct expectations of language learning (Horwitz, 1988; Kern, 1995; Mori, 1999).

Comparison between Students' and Teachers' Beliefs

The discrepancies between students' and teachers' beliefs do exist and it is necessary for teachers to compare the beliefs between them (Popvic, 2010). Both similarities and differences are found in students' and teachers' beliefs. In terms of similarities, both students and teachers agree that imitation is an important way to learn English, that motivation is a crucial factor in learners' success, and that errors are easily kept as habits in the interaction between students (Davis, 2003). Moreover, Kern (1995) reported that both students and teachers approved that learning a language was different from learning other subjects. On the other hand, differences are found that students are more optimistic in language learning than their teachers (Brown, 2009; Kern, 1995). They believe that they will ultimately master the language in the near future.

The results of comparing students' and teachers' beliefs show great discrepancies in three aspects: grammar instruction, error correction, and group/ pair

work (Brown, 2009). According to Ellis et al. (2001), error correction was called reactive focus on form and classified as a type of grammar instruction. However, Shawn et al. (2009) found that learners perceived grammar instruction and error correction differently. He suggested the further studies to discuss the two sections separately. Meanwhile, the issues about group/ pair work tend to be incorporated into the discussion about grammar instruction (Lai, 2004; Liao & Wang, 2009). As a result, great discrepancies between teachers' and students' beliefs might exist in grammar instruction and error correction.

Students' and Teachers' Beliefs in Grammar Instruction

In this section, the literature on students' and teachers' beliefs in grammar instruction is reviewed in four aspects: grammar and English learning, grammar rules, grammar terminologies, and grammar practices.

Grammar and English Learning

Both students and teachers believe that grammar instruction is important. A majority of the students and teachers believe that grammar instruction is helpful in English learning (Liao & Wang, 2009; Schulz, 2001). Some researches has reported

that students believe learning grammar is essential for their English learning (Chung & Huang, 2009; Schulz, 1996, 2001). They even value grammar more than communication (Brown, 2009; Horwitz, 1988; Mori, 1999). Horwitz (1988) noted that many students believed that learning English was no more than translating. They tend to put their emphasis on learning grammar and memorizing vocabularies. They hope teachers to spend more time teaching grammar in class (Chung & Huang, 2009; Liao & Wang, 2009). Davis (2003) found that students hoped to accept grammar instruction as early as possible. They liked their teachers to teach one grammar point at one time, and felt more secure to be exposed to the grammar that they had learned before. Students love grammar more than teachers. As a result, teachers should try to understand student's attitudes toward grammar instruction and teach them the concept that communication is more important than accuracy (Brown, 2009). In Borg's (1998) study, the teacher he interviewed suggested that developing communicative competence should be the main focus of the class.

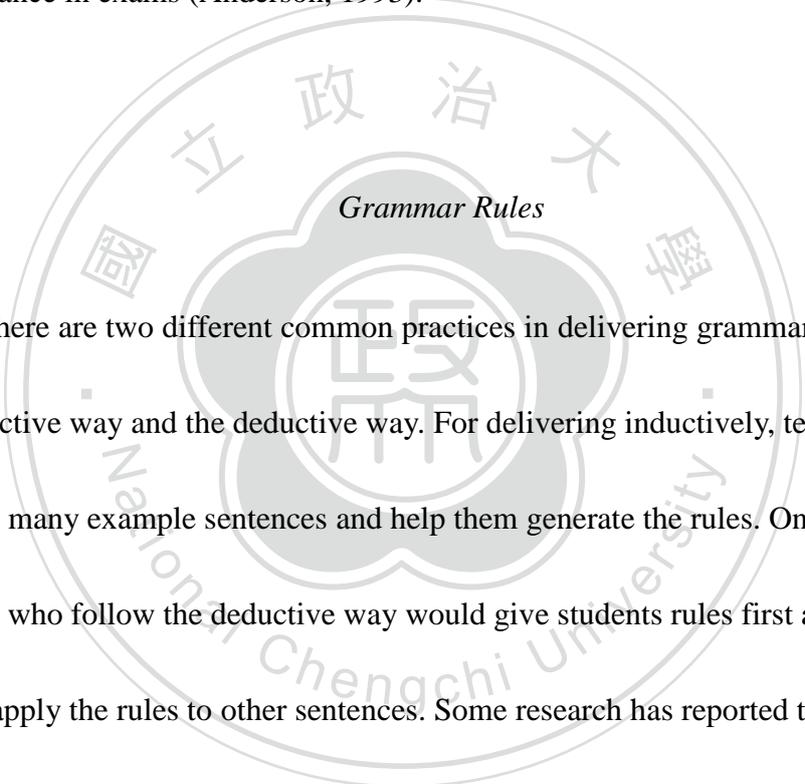
Nevertheless, there is always a gap between beliefs and real practices.

Students believe that learning grammar is helpful to get better performance in exams. Passing the tests would be their immediate motivation to learn grammar (Chung & Huang, 2009). However, Schulz (1996) reported that although students believed grammar was important, only less than half of them liked to learn grammar. The

reason might be that students think grammar learning is boring (Shawn et al., 2009).

Teachers prefer grammar less than students for their emphasis on developing communicative competence. They want to spend less time on grammar in class because they also think grammar instruction is boring (Liao & Wang, 2009).

However, they still spend a lot of time on grammar in class for students' better performance in exams (Anderson, 1993).



Grammar Rules

There are two different common practices in delivering grammar rules in class: the inductive way and the deductive way. For delivering inductively, teachers give students many example sentences and help them generate the rules. On the contrary, teachers who follow the deductive way would give students rules first and then further apply the rules to other sentences. Some research has reported that students love the deductive way more than their teachers (Brown, 2009; Schulz, 2001).

Students believe that it is more effective and reliable for teachers to explicitly explain grammar rules (Schulz, 2001). They regard teachers as authorities who have the duty to give explanations. This belief reflects that students rely too much on teachers. They are not independent enough in their own learning (Anderson, 1993).

Teachers should help students develop autonomy in learning. Brog (1998) reported

that teachers should point out the problematic sentences for students to investigate grammar. In this way, students can not only get better understanding of grammar but develop a sense of achievement.

Grammar Terminologies

Both students and teachers believe that using grammar terminologies is helpful. Liao and Wang (2009) found that students believed understanding terminologies was important to them, while teachers believed that using grammar terminologies was helpful but should be limited. It is not because teachers do not value grammar terminologies, but because they believe that overusing grammar terminologies would cause more confusion in students' learning.

Grammar Practices

Students think practicing grammar is important (Horwitz, 1988). They believe that if teachers allocate more time for practicing English, their speaking would be improved. However, in the real situation, it is hard for teachers, who have heavy burden to catch up with the tight teaching schedule, to spare more time on practicing (Chung & Huang, 2009). Teachers believe that grammar practices should relate to

the real life. They prefer practicing English in the real-life situation more than students (Brown, 2009; Schulz, 2001).

Differences are also found between group/ pair practices and individual practices. According to Chung and Huang (2009), students reported that there were not enough group/ pair practices in class. Liao and Wang (2009) found students liked group/ pair practices more than teachers, while teachers liked individual practices more than students. But both students and teachers agreed that group practices were better than individual practices.

- Students' and Teachers' Beliefs in Error Correction

In this section, the literature on students' and teachers' beliefs in error correction is reviewed in five aspects: error correction and English learning, the suitable corrector for error correction, the suitable time for error correction, the proper way of error correction, and students' expectation of error correction.

Error Correction and English Learning

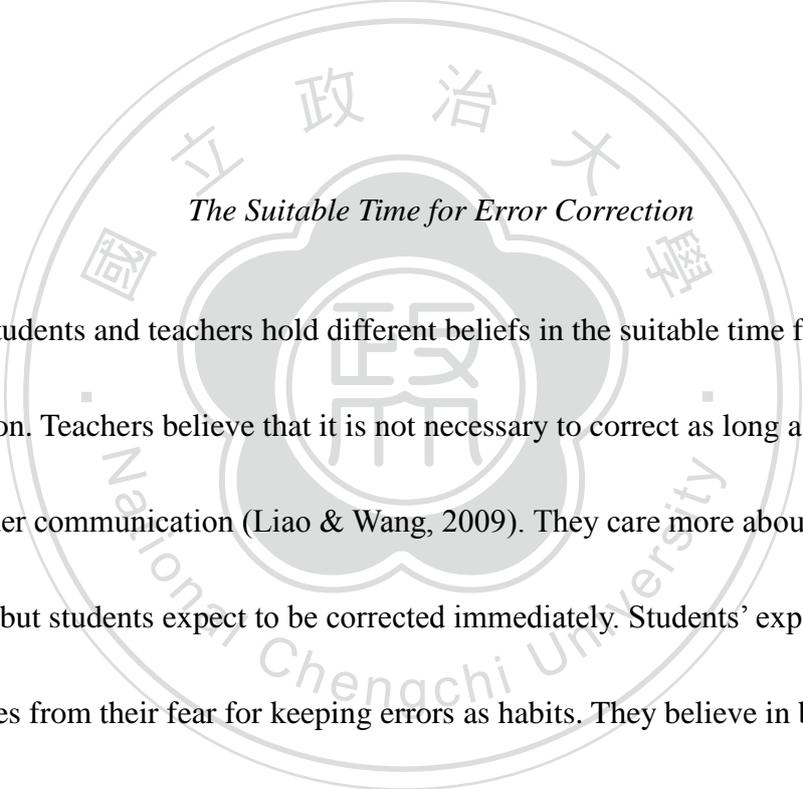
Both students and teachers believe that error correction is helpful to learning. However, different attitudes are found. Shawn et al. (2009) reported that students

felt negative to error correction. On the contrary, Schulz (1996) found students would like to be corrected in class. Chung and Huang (2009) also reported the similar belief that students desired error correction. Students approve error correction more than teachers (Davis, 2003; Liao & Wang, 2009). They want both their spoken and written errors to be corrected (Schulz, 2001). However, teachers only think it is necessary to correct written errors. Schulz (1996) noted that although teachers knew students welcome error correction, only few teachers agreed it is necessary to correct students' spoken errors.

The Suitable Corrector for Error Correction

Teacher correction, peer correction and self correction are common ways of error correction. Several research has found that teachers are the most favorable correctors (Liao & Wang, 2009; Satio, 1994; Schulz, 2001). They are often viewed as reliable authorities with expertise in giving explicit explanations and instructions (Schulz, 2001). Liao and Wang (2009) found that students loved to be corrected by their teachers in class more than teachers expected, while teachers loved peer correction for saving students' face. Lightbown and Spada (2006) pointed out that teachers should care more about students' feeling of being corrected in public and try not to reduce their motivation in learning. Peer correction and self correction are

reported to be less favored by students (Satio, 1994). Students' performances also affect their attitudes toward error correction. Brandl (1995) observed that students with better performance were more active in finding the answers by themselves. Instead of passively receiving the correction, they preferred self correction. On the contrary, students with lower performance tend to rely more on teachers (Omaggio, 1993).



The Suitable Time for Error Correction

Students and teachers hold different beliefs in the suitable time for error correction. Teachers believe that it is not necessary to correct as long as the errors do not hinder communication (Liao & Wang, 2009). They care more about students' feeling, but students expect to be corrected immediately. Students' expectation originates from their fear for keeping errors as habits. They believe in behaviorism more than teachers (Davis, 2003). Although most students report their preferences for immediate correction, there are still some students disliking it because they do not like to be interrupted (Chung & Huang, 2009). Omaggio (1993) pointed out another criterion for error correction: the focus of the class. If the errors were not the main focus of the class, there was no immediate need for correction.

The Proper Way of Error Correction

Collecting students' errors and discussing them during a certain period of time in class are helpful to students. Teachers would decide which grammar point is important to students based on their experiences. Omaggio (1993) reported a kind of practices in which teachers collected errors and only discussed with the whole class at a certain period of time. In the rest part of learning, peer correction and self correction would function as main measures of correction. This kind of error correction would help students develop their autonomy in learning (Brog, 1998).

What kind of error correction would be popular with students and teachers is also noteworthy. Different ways of corrections are suggested in oral and writing correction. In oral correction, Lyster and Ranta (1997) reported six ways for teachers: recast, clarification request, metalinguistic feedback, elicitation, explicit correction, and repetition. Recast is to refine the statement with the correct usage. Clarification request is to ask the students to make themselves clear. Metalinguistic feedback is to help students generate the correct answers with hints. Elicitation is to repeat the statement with a skillful pause to help students fill in the correct answer. Explicit correction is to tell students directly that they are wrong and then give explanations and correction usages. Repetition is to repeat the statement with special highlight on the errors. According to Lyster and Ranta (1997), recast was the most commonly

used but the most ineffective one. Clarification request, metalinguistic feedback, elicitation, and repetition were better than recast and explicit correction. Carroll and Swain (1993) reported metalinguistic feedback functioned the best. In terms of writing correction, Satio (1994) presented six ways for teachers to give correction in writing: teacher correction, error identification, commentary, teacher-student conference, peer correction, and self correction. Teacher correction is to give explicit correction directly. Error identification is to let students find their own errors, like underlining. Commentary is to give comments directly. Teacher-student conference is for the teacher to discuss with the student one by one and face to face. Peer correction is for students to be corrected by other classmates, while self correction is for them to find out the errors and to correct by themselves. Among the six ways, teacher correction and commentary are the most welcome, while peer correction and self correction are the least.

Students' Expectation of Error Correction

Students feel cheated when their errors in writing are not corrected (Liao & Wang, 2009). Besides, they believe that being corrected in class is helpful to themselves and their peers (Liao & Wang, 2009). Students tend to face the complex that they try to avoid errors but errors still occur. It is important for teachers to

discuss the situation with students (Horwitz, 1988).

Rationale of the Present Study and the Research Questions

A lot of research has been done in exploring teachers' and students' beliefs (Brown, 2009; Brog, 1998; Davis, 2003; Kern, 1994; Liao & Wang, 2009; Schulz, 1996, 2001). This shows that teachers' and students' beliefs are important factors in language learning. Among all aspects of their beliefs, students and teachers may present great discrepancies in grammar instruction and error correction (Brown, 2009; Shawn et al., 2009). It is definitely important to explore similarities and differences between students' and teachers' beliefs in grammar instruction and error correction.

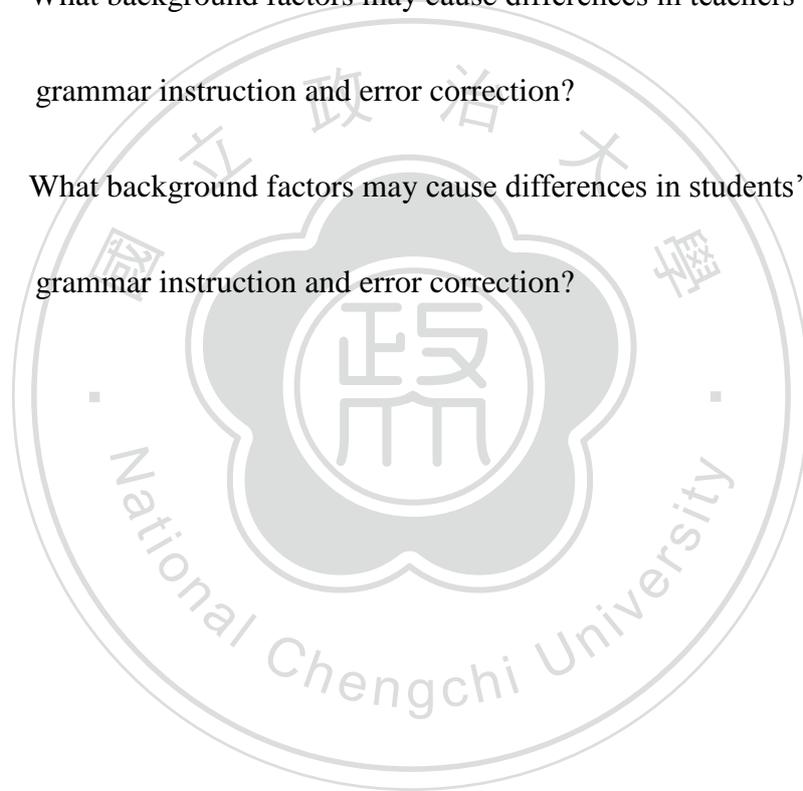
Schulz (1996, 2001) tried to compare FL students' and teachers' beliefs in the United States and Columbia. Liao and Wang (2009) conducted a similar study on comparing EFL senior high students' and teachers' beliefs in Taiwan. However, students' beliefs tend to refine with the accumulation of their learning experiences (Brown, 2009; Davis, 2003). Meanwhile, teachers' beliefs would vary with their personal teaching experiences (Johnson, 1994; Kagan, 1992). As a result, junior high school students and teachers might have different beliefs from their senior high school counterparts. Students and teachers with different backgrounds might also

possess different beliefs. Little research has been done to investigate similarities and differences between Taiwanese junior high school students' and teachers' beliefs. Since 2001, the MOE in Taiwan has advocated incorporating CLT into English teaching. After implementing CLT in English teaching for over a decade, did CLT trigger any change in students' and teachers' beliefs? Chung and Huang (2009) reported that although Taiwanese students' beliefs were still exam-oriented, they showed a more positive attitude toward the communication-oriented style in English learning. Therefore, the present study aims at comparing students' and teachers' beliefs in grammar instruction and error correction to have insight into the influence of the curricular reform in Taiwan. The reason for focusing only on beliefs instead of on practices is that in the present teaching context, the tight teaching schedules, the heavy pressure of tests and large class scales make teaching practices unable to show obvious changes (Chung & Huang, 2009). The study was conducted in Great Taipei Area, including Taipei City and New Taipei City, because it is commonly thought as the most well-developed area in Taiwan where new thinking is more likely to be accepted and put into practices.

The purpose of the study is to find out similarities and differences between junior high school students' and teachers' beliefs in grammar instruction and error correction, to provide English teachers with a better understanding of their learners'

beliefs, to avoid the possible conflicts which might take place due to the perception differences between teaching and learning, and to make their teaching fulfill students' need more effectively. Here are the research questions:

- (1) What are similarities and differences between students' and teachers' beliefs in grammar instruction and error correction?
- (2) What background factors may cause differences in teachers' beliefs in grammar instruction and error correction?
- (3) What background factors may cause differences in students' beliefs in grammar instruction and error correction?





CHAPTER THREE

METHODOLOGY

This chapter describes the methodology of the present study, including participants, instruments, procedures of collecting data, and data analysis.

Participants

In order to compare students' and teachers' beliefs in grammar instruction and error correction, both teacher participants and student participants were involved in this study.

Sample Size and Sampling Strategies

The number of student and teacher participants involved in the study was the first task to fulfill. According to Light, Singer, and Willett (1990), if the researcher wants to conduct a two-group t-test and expect to reach statistical power .90 with medium effect size under the condition that the reliability of the instrument is .80, the minimal sample size should be 212. Therefore, the

present study tried to include at least 106 teacher participants and 106 student participants. However, while the return-ratio and the ratio of effective questionnaires would possibly affect the actual sample size, at least 216 teacher participants and 216 student participants should be invited if the assumed return-ratio and the ratio of effective questionnaires were both 70%. In order to fit the sampling strategies, the researcher prepared 240 copies for both teacher questionnaires and student questionnaires.

The study was conducted in Great Taipei Area, including Taipei City and New Taipei City. To evenly distribute student questionnaires, ten schools were involved. Among them, five schools were in Taipei City and the others were in New Taipei City. In each junior high school, one class from each grade was randomly chosen for covering participants from the three different grades. In each class, 8 volunteer student participants filled out the questionnaires. In order to avoid the interference of the gender factor, the numbers of each gender should be nearly equal. As a result, there were 4 male and 4 female student participants in each class. (See Table 3.1).

Table 3.1 Sampling Strategies for Student Participants

District	Student Participants				
	(A) The Number of the Schools Involved	(B) The Number of the Classes Chosen in Each School	(AxB) The Sum of the Chosen Classes	(C) The Number of the Participants in Each Class	(AxBxC) The Sum of the Participants
Taipei City	5	1 (7th grade)	15	4 (male)	60 (male)
		1 (8th grade)		4 (female)	60 (female)
		1 (9th grade)			
New Taipei City	5	1 (7th grade)	15	4 (male)	60 (male)
		1 (8th grade)		4 (female)	60 (female)
		1 (9th grade)			
Total	10		30		120 (male)
					120 (female)

For the teacher questionnaires, even though all the English teachers in the same ten schools were invited to join the study, the number was still not enough. As a result, it was necessary to involve more teacher participants from other schools. In the same way, both male and female English teachers were included in the study to avoid the interference of the gender factor.

Student and teacher questionnaires were distributed on May 16th, 2011 and were all retrieved on June 21st. There were 221 copies of student questionnaires retrieved. The return-ratio was 92%. Among them, 214 copies were effective, while 7 copies were ineffective. The ratio of effective questionnaires was 97%. On the other hand, there were only 144 copies of teacher questionnaires retrieved, including

141 effective copies and 3 ineffective copies. The return-ratio of teacher questionnaires was 60%. The ratio of effective questionnaire was 98%.

Student Participants

There were 214 student participants from ten different junior high schools in this study (See Table 3.2). Among them, 103 student participants (48.1%) were from Taipei City, while the other 111 (51.9%) were from New Taipei City. In terms of gender, 107 participants (50.0%) were male and the other 107 (50.0%) were female. The numbers of the two genders were equal. Besides, student participants in different grades were all involved in the study. There were 69 seventh graders (32.2%), 71 eighth graders (33.2%), and 74 ninth graders (34.6%). The participants in each grade were in the same quantity, and took nearly one third of the whole population. Most of the student participants were born in Taiwan without any experience of studying or living abroad. Only 14 student participants (6.5%) had lived or studied in the countries where English was spoken as the local language; 7 student participants (3.3%) had lived or studied in the countries where other languages were spoken as the local languages. Those countries were Germany, Japan, China, and Vietnam. Moreover, the parents' native languages of the student participants were almost Chinese. Only one student participant (0.5%) mentioned

that one of his parents' native languages was English, while 5 student participants (2.3%) indicated that their parents' native languages were other languages, like Korean and Vietnamese. For student participants' English learning experiences, only 36 student participants (16.8%) have learned neither in a cram school nor from a personal tutor; 54 student participants (25.2%) went to cram school or hired a tutor to reinforce their school learning. Another 54 student participants (25.2%) went to cram school or hired a tutor for more advanced English lessons. 70 student participants (32.7%) indicated that they went to cram school or hired a tutor not only to reinforce their school learning but to study more advanced English lessons. Brown (2009) reported that students' beliefs would vary with their learning experiences. As a result, the study tried to include students with various learning experiences. By covering these different factors, the study tended to generally reflect the junior high school students' beliefs in grammar instruction and error correction.

Table 3.2 The Backgrounds of Student Participants

Background	Category	Number	Percentage
Areas	Taipei City	103	48.1
	New Taipei City	111	51.9
	Total	214	100.0
Genders	Male	107	50.0
	Female	107	50.0
	Total	214	100.0
Grades	7 th Grade	69	32.2
	8 th Grade	71	33.2
	9 th Grade	74	34.6
	Total	214	100.0
Personal Experiences	Never lived or studied abroad	193	90.2
	Ever lived or studied in English-speaking countries	14	6.5
	Ever lived or studied in other countries	7	3.3
	Total	214	100.0
Parents' Native Languages	Both of the parents speak Chinese	208	97.2
	One of the parents speaks English	1	0.5
	Both of the parents speak English	0	0.0
	Others	5	2.3
	Total	214	100.0
Learning Experiences	Never went to cram school or hired a tutor.	36	16.8
	Went to cram school or hired a tutor for school English lessons	54	25.2
	Went to cram school or hired a tutor for advanced English lessons	54	25.2
	Went to cram school or hired a tutor for both school and advanced English lessons	70	32.7
	Total	214	100.0

Teacher Participants

There were 141 teacher participants from different junior high school in this study (See Table 3.3). 61 teacher participants (43.3%) were from Taipei City, and

the rest of them (56.7%) were from New Taipei City. The numbers of the two genders were quite unequal, 15 male (10.6%) and 126 female (89.4%). According to the government official data in 2009, there were 67 male English teachers and 590 female English teachers in Taipei City, and 84 male English teachers and 784 female English teachers in New Taipei City. Among the total 1,525 English teachers in Great Taipei Area, male English teachers were 151(9.9%), and female English teachers were 1,374 (90.1%). The ratio of the male and female English teachers in this study was very close to the one in the real population. Moreover, teacher participants of different seniorities were involved in this study. Among them, 22 teacher participants (15.6%) had taught English for no more than 5 years; 46 teacher participants (32.6%) had taught English for 6 to 10 years; 40 teacher participants (28.4%) had taught English for 11 to 20 years, and 33 teacher participants (23.4%) had taught English for more than 21 years. In terms of teacher participants' language learning backgrounds, Johnson (1994) reported that teachers' formal language learning experiences had a great influence on their beliefs. Therefore, it is important to consider the education backgrounds of the teacher participants, including their major subjects, academic degrees and overseas learning experiences. In the study, 81 teacher participants (57.4%) had a bachelor's degree; 13 teacher participants (9.2%) were studying for a master's degree; 32 teacher participants (22.7%) got a master's

degree in Taiwan, and 13 teacher participants (9.2%) got a master's degree abroad.

There were only two teacher participants (1.4%) studying for a doctor's degree.

None of the teacher participants had got a doctor's degree. While most of them

graduated from English department, 28 teacher participants (19.9%) graduated from

education department. The other 12 teacher participants (8.5%) graduated from other

departments, like adult and continuing education department, health promotion and

health education department, business administration department, and marketing

department. Meanwhile, most of the teacher participants had never lived or studied

abroad. Only 26 teacher participants (18.4%) had ever lived or studied in the

countries where English was spoken as the local language. Only 1 teacher

participants (0.7%) had lived in Germany before. By covering these possible

background factors, the study tends to present a more general picture of the junior

high school English teachers' beliefs in grammar instruction and error correction.

Table 3.3 The Backgrounds of Teacher Participants

Background	Category	Number	Percentage
Areas	Taipei City	61	43.3
	New Taipei City	80	56.7
	Total	141	100.0
Genders	Male	15	10.6
	Female	126	89.4
	Total	141	100.0
Seniorities	Below 5 years	22	15.6
	6 to 10 years	46	32.6
	11 to 20 years	40	28.4
	Above 21 years	33	23.4
	Total	141	100.0
Educational Backgrounds	Bachelor's Degree	81	54.7
	Studying for Master's Degree	13	9.2
	Master's Degree in Taiwan	32	22.7
	Master's Degree in foreign countries	13	9.2
	Studying for Doctor's Degree	2	1.4
	Doctor's Degree in Taiwan	0	0.0
	Doctor's Degree in foreign countries	0	0.0
	Others	0	0.0
	Total	141	100.0
Majors	English Department	101	71.6
	Education Department	28	19.9
	Others	12	8.5
	Total	141	100.0
Personal Experiences	Never lived or studied abroad	114	80.9
	Ever lived or studied in English-speaking countries	26	18.4
	Ever lived or studied in other countries	1	0.7
	Total	141	100.0

Instruments

Teacher questionnaire and student questionnaire were two main measures to

collect data in this study. Both questionnaires were adapted from Lai's (2004) study and Liao and Wang's (2009) study.

Student and Teacher Questionnaires

In the present study, the teacher questionnaire and student questionnaire followed the format of Lai's (2004) and Liao and Wang's (2009) questionnaires. Lai (2004) conducted a study on the high school English teachers' beliefs in grammar instruction in Taiwan. In her study, Lai tried to cover four aspects of grammar instruction, including the function of grammar instruction, the appropriate timing of grammar instruction, the way to carry out grammar instruction, and the forms taught in the grammar instruction (Lai, 2004). Liao and Wang (2009) aimed to compare the perception differences between the senior high school teachers and students in grammar instruction and error correction (Liao & Wang, 2009). Liao and Wang (2009) modified the teacher questionnaires used in the study of Schulz (2001), rearranged question orders based on the data classification in Brog's (1998) study, and translated the questions into Chinese. There were four sections in Liao and Wang's (2009) teacher questionnaire: personal information, general beliefs in teaching EFL, beliefs in grammar instruction and error correction, and teaching procedures. But there were only three parts in the student questionnaire: personal

information, general beliefs in grammar instruction and error correction, and further suggestions (Liao & Wang, 2009). However, in order to make it easier to compare the teacher questionnaires with the student ones, both questionnaires were divided into three parts: personal information, beliefs in grammar instruction and error correction, and further suggestions. Besides, modification was made on the questionnaires to fit the need of the present study. Because the native language of both teacher and student participants was Chinese, the two questionnaires were presented in Chinese. For reference, the English version of the two questionnaires was also attached in this study.

The Content of the Original Questionnaires

There were two kinds of questionnaires used in the study: the student questionnaire and the teacher questionnaire. Both questionnaires were divided into three sections: personal information, beliefs in grammar instruction and error correction, and further suggestions. Since the purpose of this study is to explore and to compare students' and teachers' beliefs in grammar instruction and error correction, the format of the two questionnaires was designed to be the same with only slight differences in the personal information in the first part and the wording of the questions in the second and the third part.

In the personal information section, teacher participants were asked to provide information about their genders, ages, seniorities, academic degrees, majors, and overseas living and learning experiences. While student participants were asked to provide information about their genders, ages, grades, their parents' native languages, overseas living and learning experiences, and experiences of going to cram school or being tutored.

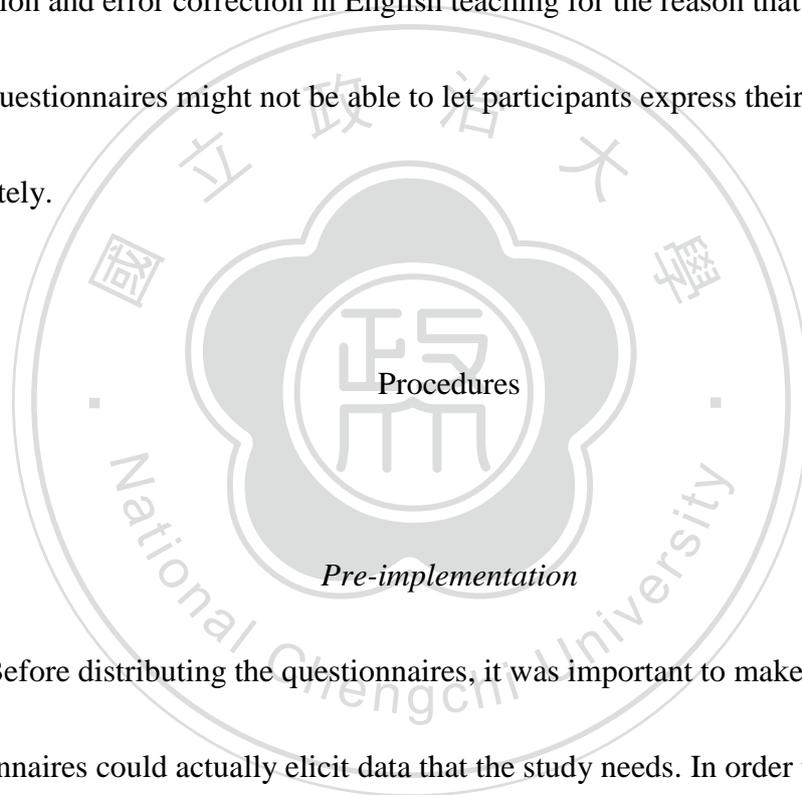
The section about beliefs was mainly designed to compare the differences between teacher and student participants. It was composed of two aspects: beliefs in grammar instruction and beliefs in error correction. The four-point Likert scale was used in both teacher and student questionnaires, showing “strongly agree,” “agree,” “disagree,” and “strongly disagree.” Choosing “strongly agree” would get four points which was the highest. As the points descended, choosing “strongly disagree” would only get one point. In the original questionnaire, there were nineteen questions about grammar instruction and sixteen questions about error correction.

The grammar instruction section was divided into four aspects: grammar and English learning, grammar rules, grammar terminologies, and grammar practices.

On the other hand, the error correction section was divided into five aspects: error correction and English learning, the suitable corrector for error correction, the suitable time for error correction, the proper way of error correction, and the

students' expectation of error correction. In this section, the questions in the teacher questionnaire and the student questionnaire were very similar, and the counterparts in the two questionnaires would be compared and contrasted in data analysis.

The last section was an optional open-ended question for teacher and student participants to write down their further suggestions or other opinions about grammar instruction and error correction in English teaching for the reason that the questions in the questionnaires might not be able to let participants express their thinking completely.



Before distributing the questionnaires, it was important to make sure the questionnaires could actually elicit data that the study needs. In order to fit the research purpose, the present study adapted the original questionnaires designed by Lai (2004) and Liao and Wang (2009). In order to establish expert validity of the two questionnaires, the researcher invited experts to give suggestions on the modification of both student and teacher questionnaires. With the suggestions given by these experts, the expert validity of both student and teacher questionnaires was

established.

After the expert validity of both questionnaires was assured, several teacher participants and student participants were invited to join the pilot study. The teacher and student participants were asked to fill out the questionnaires to see if they could understand every detail of these questions. Later, the researcher used SPSS 18.0 (Statistical Package for the Social Sciences 18.0) to conduct factor analysis and reliability analysis. Based on the results of the two analyses, the questions in both questionnaires would be revised to form the formal questionnaires.

Expert Validity of Teacher and Student Questionnaires

In order to guard the validity of the two questionnaires, the researcher invited six experts in TESOL to further refine the questions. Among the six experts, there were four college professors and two in-service English teachers. All of them are experienced teachers with solid training in doing research. A questionnaire for experts was designed and distributed (See Appendix A). Because both teacher and student questionnaires were presented in Chinese, the questionnaire for experts was also designed in Chinese. The six questionnaires were distributed on March 28th, 2011 and all retrieved on May 4th. The return-ratio and the ration of effective

questionnaire were both 100%. Based on the suggestions given by experts, the teacher and student questionnaires were amended.

Personal information

In the teacher questionnaire, there were six questions. Based on the suggestions from the experts, most of the questions here were suitable. However, the second question about ages was deleted because it was comparatively less meaningful. Besides, the fifth question about majors was amended because most of the participants graduated from English department or foreign language department without a clear major of TESOL, linguistics, or literature (See Table 3.4).

Table 3.4 Results of the Personal Information of Teacher Participants

Original Version	Revised Version
1. Gender: <input type="checkbox"/> male <input type="checkbox"/> female	(Suitable)
2. Age: _____ years old	(Deleted)
3. Year of teaching: <input type="checkbox"/> Below five years <input type="checkbox"/> Six to ten years <input type="checkbox"/> Eleven to twenty years <input type="checkbox"/> Above twenty-one years	(Suitable)
4. Highest Degree: <input type="checkbox"/> BA <input type="checkbox"/> Studying for MA now <input type="checkbox"/> MA in Taiwan <input type="checkbox"/> MA in foreign countries <input type="checkbox"/> Studying for PhD now <input type="checkbox"/> PhD in Taiwan <input type="checkbox"/> PhD in foreign countries <input type="checkbox"/> Others _____	(Suitable)
5. Major : <input type="checkbox"/> Literature <input type="checkbox"/> Linguistics <input type="checkbox"/> TESOL <input type="checkbox"/> Others _____	5. Major : <input type="checkbox"/> English Department <input type="checkbox"/> Education Department <input type="checkbox"/> Others _____
6. Personal Experiences : <input type="checkbox"/> Never lived or studied abroad <input type="checkbox"/> Ever lived or studied in English-speaking countries <input type="checkbox"/> Ever lived or studied in other countries (the name of the countries : _____)	(Suitable)

There were also six questions about the personal information of student participants. The second question about age was deleted because students' age overlapped among the three grades. Moreover, the sixth question was amended by adding one more choice for student participants who went to cram school or hired a tutor for reinforcing their school learning and pursuing more advanced English lessons. The results of the amendment were shown below (See Table 3.5).

Table 3.5 Results of the Personal Information of Student Participants

Original Version	Revised Version
1. Gender: <input type="checkbox"/> male <input type="checkbox"/> female	(Suitable)
2. Age: _____ years old	(Deleted)
3. Grade: <input type="checkbox"/> 7th grade <input type="checkbox"/> 8th grade <input type="checkbox"/> 9th grade	(Suitable)
4. Personal Experiences : <input type="checkbox"/> Never lived or studied abroad <input type="checkbox"/> Ever lived or studied in English-speaking countries <input type="checkbox"/> Ever lived or studied in other countries (the name of the country : _____)	(Suitable)
5. Family Background: <input type="checkbox"/> Both of the parents speak Chinese <input type="checkbox"/> One of the parents speaks English <input type="checkbox"/> Both of the parents speak English <input type="checkbox"/> Others : _____	(Suitable)
6. Learning Experiences: <input type="checkbox"/> Never went to cram school or hired a tutor. <input type="checkbox"/> Went to cram school or hired a tutor for school English lessons. <input type="checkbox"/> Went to cram school or hired a tutor for advanced English lessons.	6. Learning Experiences: <input type="checkbox"/> Never went to cram school or hired a tutor. <input type="checkbox"/> Went to cram school or hired a tutor for school English lessons. <input type="checkbox"/> Went to cram school or hired a tutor for advanced English lessons. <input type="checkbox"/> Went to cram school or hired a tutor for both school and advanced English lessons.

Beliefs in grammar instruction and error correction

In the original questionnaires, there were 19 questions about grammar instruction. Most of the questions here were amended for simplifying the wording to

make the questions easier to perceive. The twelfth question was expanded into two questions to further investigate the teachers' and students' perception differences in teaching with only commonly-used grammatical terminologies and teaching with all the grammatical terminologies. The thirteenth question was deleted because of its overlapping with the twelfth question. Moreover, the eighteenth question and the nineteenth question were also expanded into four questions to get better understanding about the effects of oral or writing practicing in groups or alone. After the amendments, there were totally twenty-one questions in this section. The results of the amendment were shown below (See Table 3.6).

Table 3.6 Results of the Beliefs in Grammar Instruction

Original Version	Revised Version
1. (T) For junior high school students, the formal study of grammar is essential to eventual mastery of English when language learning is limited to the classroom.	1. (T) I believe that learning grammar is essential to eventual mastery of English.
1. (S) I believe that the formal study of grammar is essential to eventual mastery of English	1. (S) I believe that learning grammar is essential to eventual mastery of English.
2. (T) I believe that grammar is the main focus of the English class in junior high school, and developing communicative competence is secondary.	2. (T) I believe that grammar should be the main focus of the English class in junior high school, and developing communicative competence is secondary.
2. (S) I believe that grammar is the main focus of the English class in junior high school, and developing communicative competence is secondary.	2. (S) I believe that grammar should be the main focus of the English class in junior high school, and developing communicative competence is secondary.
3. (T) I believe that the study of grammar helps junior high school students learn English	3. (T) I believe that the study of grammar is helpful to junior high school students.
3. (S) I believe that the study of grammar helps me learn English.	3. (S) I believe that the study of grammar is helpful to me.

Table 3.6 Results of the Beliefs in Grammar Instruction (Continued)

Original Version	Revised Version
4. (T) Generally speaking, students' communicative competence improves most quickly if they study and practice grammar.	4. (T) I believe that practicing grammar is the most effective way to improve junior high school students' communicative competence.
4. (S) I believe that my English improves most quickly if I study and practice grammar.	4. (S) I believe that practicing grammar is the most effective way to improve my communicative competence.
5. (T) I believe that generally, teachers in the junior high school English class should spend a lot of time teaching grammar rules.	5. (T) I believe that junior high school teachers should spend more time teaching grammar rules.
5. (S) I believe that generally, teachers in junior high school English class should spend a lot of time teaching grammar rules.	5. (S) I believe that junior high school teachers should spend more time teaching grammar rules.
6. (T) I believe that junior high school students generally like the study of grammar.	6. (T) I believe that junior high school students like to study grammar.
6. (S) I like the study of grammar.	(Suitable)
7. (T) I believe that teachers should emphasize more on grammar when students start to learn English in elementary school to help students learn English more successfully.	7. (T) I believe that in order to help students learn better in junior high school, teachers should emphasize on grammar as soon as students start learning English in elementary school.
7. (S) I believe that teachers should emphasize more on grammar when students start to learn English in elementary school to help students learn English more successfully.	7. (S) I believe that in order to learn better in junior high school, teachers should emphasize on grammar as soon as I start learning English in elementary school.
8. (T) I believe that students like teachers to tell them grammar rules and word usages directly.	(Suitable)
8. (S) I like teachers to tell me grammar rules and word usages directly.	
9. (T) I believe that before teaching the text, understanding the grammar rules helps students learn better than getting the main idea.	9. (T) I believe that understanding the grammar rules in the text helps students learn better than getting the main idea.
9. (S) I believe that before learning the text, understanding the grammar rules helps me learn better than getting the main idea.	9. (S) I believe that understanding the grammar rules in the text helps me learn better than getting the main idea.

Table 3.6 Results of the Beliefs in Grammar Instruction (Continued)

Original Version	Revised Version
10. (T) I believe that when teaching grammar rules, letting students induce rules by themselves is more helpful than teachers' direct explanation.	10. (T) I believe that when teaching grammar rules, letting students induce rules by themselves helps them learn better.
10. (S) I believe that when teaching grammar rules, letting me induce rules by myself is more helpful than teachers' direct explanation.	10. (S) I believe that when teaching grammar rules, letting me induce rules by myself helps me learn better.
11. (T) I believe that in terms of grammar learning, extensive reading and listening is more helpful than explaining grammar rules.	11. (T) I believe that extensive reading and listening is more helpful than explaining grammar rules.
11. (S) I believe that in terms of grammar learning, extensive reading and listening is more helpful than explaining grammar rules.	11. (S) I believe that extensive reading and listening is more helpful than explaining grammar rules.
12. (T) I believe that when students learning grammar, understanding the terms (such as passive voice, noun clause, and adjective clause) is important.	12. (T) I believe that understanding the commonly-used terms (such as subject, verb, and object) is essential to students' learning.
12. (S) I believe that when students learning grammar, understanding the terms (such as passive voice, noun clause, and adjective clause) is important.	12. (S) I believe that understanding the commonly-used terms (such as subject, verb, and object) is essential to my learning.
	13. (T) I believe that understanding all the terms (such as subject, preposition, and adjective clause) is essential to students' learning.
	13. (S) I believe that understanding all the terms (such as subject, preposition, and adjective clause) is essential to my learning.
13. (T) I believe that when teachers teach grammar, using the terms (such as passive voice, noun clause, and adjective clause) is helpful to students' learning.	(Deleted)
13. (S) I believe that when teachers teach grammar, using the terms (such as passive voice, noun clause, and adjective clause) is helpful to my learning.	
14. (T) I believe that teachers' teaching grammar in Chinese is more helpful to students than in English.	14. (T) I believe that using Chinese to teach grammar is more helpful to students than using English.
14. (S) I believe that teachers' teaching grammar in Chinese is more helpful to me than in English.	14. (S) I believe that using Chinese to teach grammar is more helpful to me than using English.

Table 3.6 Results of the Beliefs in Grammar Instruction (Continued)

Original Version	Revised Version
15. (T) I believe that when teachers teach grammar, comparing the differences between English and Chinese is more helpful to students.	15. (T) I believe that when teaching grammar, comparing the differences between English and Chinese is more helpful to students.
15. (T) I believe that when I learn grammar, comparing the differences between English and Chinese is more helpful to me.	15. (S) I believe that when learning grammar, comparing the differences between English and Chinese is more helpful to students.
16. (T) I believe that after the teacher explain the grammar rules, letting students do pattern practices over and over can help students practice grammar.	16. (T) I believe that after explaining the grammar rules, letting students do pattern practices over and over is helpful to their learning.
16. (S) I believe that after the teacher explain the grammar rules, letting me do pattern practices over and over can help me practice grammar.	16. (S) I believe that after explaining the grammar rules, letting me do pattern practices over and over is helpful to my learning.
17. (T) I believe that after I explain grammar rules, letting students practice English in a real-life situation (such as interviews, and role-plays) can help students practice grammatical patterns better.	17. (T) I believe that after explaining grammar rules, letting students practice English in a real-life situation (such as interviews, and role-plays) can help them learn better.
17. (S) I believe that after teachers explain grammar rules, letting me practice English in a real-life situation (such as interviews, and role-plays) can help me practice grammatical patterns better.	17. (S) I believe that after explaining grammar rules, letting me practice English in a real-life situation (such as interviews, and role-plays) can help me learn better.
18. (T) I believe that after teachers explain grammar rules, they should offer activities to let students practice in groups.	18. (T) I believe that after explaining grammar rules, I should offer activities to let students do oral practices in groups.
18. (S) I believe that after teachers explain grammar rules, they should offer activities to let students practice in groups.	18. (S) I believe that after explaining grammar rules, the teacher should offer activities to let us do oral practices in groups.
	19. (T) I believe that after explaining grammar rules, I should offer activities to let students do writing practices in groups.
	19. (S) I believe that after explaining grammar rules, the teacher should offer activities to let us do writing practices in groups.

Table 3.6 Results of the Beliefs in Grammar Instruction (Continued)

Original Version	Revised Version
19. (T) I believe that after teachers explain grammar rules, they should offer activities to let students practice alone.	20. (T) I believe that after explaining grammar rules, I should offer activities to let students do oral practices alone.
19. (S) I believe that after teachers explain grammar rules, they should offer activities to let students practice alone.	20. (S) I believe that after explaining grammar rules, the teacher should offer activities to let us do oral practices alone.
	21. (T) I believe that after explaining grammar rules, I should offer activities to let students do writing practices alone.
	21. (S) I believe that after explaining grammar rules, they should offer activities to let us do writing practices alone.

Note. T= Teacher; S= Student

On the other hand, there were sixteen questions about error correction. Based on the suggestions from the experts, most of the questions were revised for readers' better understanding. Only the twenty-sixth question was expanded into two questions. The added question was designed to explore whether the errors were the main focus of the lesson would affect participants' willingness to correct or not. After the amendment, there were seventeen questions related to error correction in this section. The results of the amendment were shown below (See Table 3.7).

Table 3.7 Results of the Beliefs in Error Correction

Original Version	Revised Version
20. (T) I believe that error correction is important to students' learning.	22. (T) I believe that error correction is very important to students.
20. (S) I believe that error correction is important to my learning.	22. (S) I believe that error correction is very important to me.
21. (T) I believe that generally speaking, when students make errors in speaking, the errors should be corrected.	23. (T) I believe that when students make spoken errors, I should correct them.
21. (S) When I make errors in speaking, the teacher should correct my errors.	23. (S) I believe that when I make spoken errors, the teacher should correct them.
22. (T) I believe that generally speaking, when students make errors in writing, the errors should be corrected.	24. (T) I believe that when students make written errors, I should correct them.
22. (S) When I make errors in writing, the teacher should correct my errors.	24. (S) I believe that when I make written errors, the teacher should correct them.
23. (T) I believe that most students dislike it when they are corrected in class.	25. (T) I believe that students like to be corrected by the teacher in class.
23. (S) I dislike it when I am corrected in class.	25. (S) I believe that I like to be corrected by the teacher in class.
24. (T) I believe that most students like to be corrected by their peers instead of being corrected by the teacher.	26. (T) I believe that students prefer to be corrected by other students in group activities.
24. (S) I like to be corrected by my classmates instead of being corrected by the teacher.	26. (S) I believe that I prefer to be corrected by other students in group activities.
25. (T) I believe that when students make errors in grammar or pronunciation, as long as the errors do not obstruct communication, the teacher should not correct students.	27. (T) I believe when students make errors in grammar, I should not correct them as long as the errors do not obstruct communication.
25. (S) When I make errors in grammar or pronunciation, as long as the errors do not obstruct communication, the teacher should not correct me.	27. (S) I believe when I make errors in grammar, the teacher should not correct me as long as the errors do not obstruct communication.

Table 3.7 Results of the Beliefs in Error Correction (Continued)

Original Version	Revised Version
26. (T) I believe that when students make errors in grammar or pronunciation, the teacher should correct them immediately.	28. (T) I believe that when students make errors in grammar, I should correct them immediately.
26. (S) when I made errors in grammar or pronunciation, the teacher should correct them immediately.	28. (S) I believe that when I make errors in grammar, the teacher should correct them immediately.
	29. (T) I believe that if students' errors in grammar are not the main focus in this lesson, I should not correct them immediately.
	29. (S) I believe that if my errors in grammar are not the main focus in this lesson, the teacher should not correct them immediately.
27. (T) I believe that the teacher should not correct students immediately. Collecting students' errors and discussing how to correct them with students during a certain period of time can help students learn better.	30. (T) I believe that I should collect students' errors and discuss how to correct them during a certain period of time in class to help them learn better.
27. (S) I believe that the teacher should not correct me immediately. Collecting students' errors and discussing how to correct them with students during a certain period of time can help students learn better.	30. (S) I believe that I should collect students' errors and discuss how to correct them during a certain period of time in class to help them learn better.
28. (T) I believe that when students make errors in grammar or pronunciation, the teacher should provide them explanations and correct usages.	31. (T) I believe that when students make errors in grammar, I should provide them explanations and correct usages immediately.
28. (S) When I make errors in grammar or pronunciation, the teacher should provide me explanations and correct usages.	31. (S) I believe that when I make errors in grammar, the teacher should provide me explanations and correct usages immediately.
29. (T) I believe that when students make errors, the teacher should give them hints to let students notice their own errors and correct them which are more helpful to students' learning.	32. (T) I believe that when students make errors, I should use hints to let them notice their own errors and self-correct.
29. (S) When I make errors, the teacher should give me hints to let me notice my own errors and correct them which are more helpful to students' learning.	32. (S) I believe that when I make errors, the teacher should use hints to let me notice my own errors and self-correct.

Table 3.7 Results of the Beliefs in Error Correction (Continued)

Original Version	Revised Version
30. (T) I believe that after students understand their own errors, it is important for them to correct them and write down the proper usages.	33. (T) I believe that after students understanding their own errors, it is essential for them to correct errors and copy the proper usages.
30. (S) I believe that after I understand my own errors, it is important for me to correct them and write down the proper usages.	33. (S) I believe that after I understand my own errors, it is essential for me to correct errors and copy the proper usages.
31. (T) I believe that explaining the students' errors in Chinese helps them learn better than in English.	34. (T) I believe that using Chinese to explain students' errors is more helpful to students than using English.
31. (S) I believe that explaining my errors in Chinese helps me learn better than in English.	34. (S) I believe that using Chinese to explain my errors is more helpful to me than using English.
32. (T) I believe that most students feel cheated if the teacher does not correct the written work they hand in.	35. (T) I believe that if I do not correct students' written errors, they will think I did not read through it carefully.
32. (S) I feel cheated if the teacher does not correct the written work I hand in.	35. (S) I believe that if the teacher does not correct my written errors, I will think that the teacher did not read through it carefully.
33. (T) I believe that most students feel cheated if the teacher does not correct their spoken errors.	36. (T) I believe that if I do not correct students' spoken errors, they will think I did not listen to them carefully.
33. (S) I feel cheated if the teacher does not correct my spoken errors.	36. (S) I believe that if the teacher does not correct my spoken errors, I will think that the teacher did not listen to me carefully.
34. (T) I believe that the students learned a lot when the teacher corrects their errors in class.	37. (T) I believe that when I correct the student's errors, it benefits that student.
34. (S) I learned a lot when the teacher corrects my errors in class.	37. (S) I believe that when the teacher correct my errors, it benefits me.
35. (T) I believe that the students learned a lot when the teacher correct the errors made by their fellow students in class.	38. (T) I believe that when I correct the errors made by one student, it also benefits other students.
35. (S) I learned a lot when the teacher corrects the errors made by my fellow students in class.	38. (S) I believe that when the teacher corrects the errors made by other students, it also benefits me.

Note. T= Teacher; S= Student

Further suggestions

In this section, all the experts thought the question was suitable. The result was shown below (See Table 3.8).

Table 3.8 Result of the Further Suggestions

Original Version	Revised Version
1. Except the questions stated above, if you have any other suggestions or opinions about grammar instruction and error correction, please write them down here:	(Suitable)

Pilot Study

Based on the suggestions from the experts, student and teacher questionnaires for the pilot study were formed. According to Chang (2008), in a pilot study, it was better to include participants accounting for at least one fifth to one fourth of the formal study. Since there would be 240 copies of teacher and student questionnaires in the formal study, 60 copies of each questionnaires were prepared for piloting.

The questionnaires were distributed on March 6th, 2011, and all retrieved on March 13th. For the student questionnaires, all of the 60 copies were retrieved. The return-ratio of the student questionnaire is 100%. However, only 56 copies were effective. The ratio of effective questionnaire was 93%. On the other hand, only 45 copies of the teacher questionnaire were retrieved. The return-ratio of the teacher

questionnaire was 75%. Among the 45 copies, only one copy was ineffective. The ratio of effective questionnaire was 97%.

Validity.

Based on the data collected from the pilot study, the researcher conducted factor analysis with SPSS 18.0 to test the validity of the questionnaires. KMO (Kaiser-Meyer-Olkin measure of sampling adequacy) and Bartlett's Test of Sphericity were employed to help the researcher judge the suitability of each question in the section of beliefs in grammar instruction and error correction. Meanwhile, the number of the aspects was also taken into consideration in order to correspond with the original design of the questionnaires.

First, the researcher conducted factor analysis on the beliefs in grammar instruction. There were twenty-one questions in this section. In the original design, there were four aspects: grammar and English learning, grammar rules, grammar terminologies, and grammar practices. However, the results of factor analysis showed that there were 7 aspects (See Table 3.9). In order to correspond to the original design, the tenth, eleventh, fourteenth, and fifteenth question were deleted.

Table 3.9 Results of Factor Analysis on the Beliefs in Grammar Instruction

Aspect	Question	Factor Analysis			Result
		KMO	Factor Loadings	Variance Explained	
2 nd	1		.746		Suitable
1 st	2		.601		Suitable
2 nd	3		.715		Suitable
1 st	4		.589		Suitable
1 st	5		.734		Suitable
1 st	6		.532		Suitable
1 st	7		.732		Suitable
1 st	8		.533		Suitable
1 st	9		.546		Suitable
5 th	10		.826		Deleted
5 th	11	.675	.744	65.744	Deleted
2 nd	12		.744		Suitable
2 nd	13		.556		Suitable
7 th	14		.867		Deleted
6 th	15		.833		Deleted
4 th	16		.609		Suitable
3 rd	17		.824		Suitable
3 rd	18		.846		Suitable
3 rd	19		.595		Suitable
4 th	20		.496		Suitable
4 th	21		.771		Suitable

Then, the researcher conducted factor analysis on the beliefs in error correction. There were seventeen questions in this section. In the original design, there were five aspects: error correction and English learning, the suitable corrector for error correction, the suitable time for error correction, the proper way of error correction, and the students' expectation of error correction. However, the results of the factor analysis showed that there were 6 aspects (See Table 3.10). In order to fit the original design, the thirty-third question was deleted.

Table 3.10 Results of Factor Analysis on the Beliefs in Error Correction

Aspect	Question	Factor Analysis			Result
		KMO	Factor Loadings	Variance Explained	
1 st	22	.789	.785	74.165	Suitable
1 st	23		.860		Suitable
1 st	24		.561		Suitable
5 th	25		.796		Suitable
5 th	26		.833		Suitable
1 st	27		.726		Suitable
1 st	28		.743		Suitable
1 st	29		.666		Suitable
2 nd	30		.480		Suitable
2 nd	31		.848		Suitable
2 nd	32		.859		Suitable
6 th	33		.829		Deleted
3 rd	34		.906		Suitable
3 rd	35		.890		Suitable
4 th	36		.596		Suitable
4 th	37		.469		Suitable
4 th	38		.870		Suitable

After the tenth, eleventh, fourteenth, fifteenth, and thirty-third questions were deleted, the KMO was .735, which showed that the questionnaires were suitable for factor analysis and thus possessed validity. Moreover, the revised questionnaires were composed of nine aspects, which exactly corresponded to the original design.

Reliability.

The researcher conducted the reliability analysis with SPSS 18.0. The result showed that the Cronbach α of the first part about beliefs in grammar instruction was .793, and that of the second part about beliefs in error correction was .799.

Based on the result of the factor analysis, the tenth, eleventh, fourteenth, fifteenth, and thirty-third questions were deleted. Next, the researcher re-conducted the reliability analysis, and the recalculated Cronbach α of the two questionnaires was .858. According to Wu and Tu (2005), a questionnaire with the Cronbach α above .70 had proper reliability. Therefore, the questionnaires in this study possessed credible reliability.

Implementation

After establishing the expert validity and proving reliability and validity of the two questionnaires, the researcher revised the questionnaires for the formal study. There were totally 33 questions in the section about beliefs in grammar instruction and error correction (See Appendix B and Appendix C for English version, and Appendix D and Appendix E for Chinese version). The questionnaires were distributed on May 16th, 2011, and retrieved on June 21st. There were 214 student participants and 141 teacher participants from 15 schools.

Post-implementation

After the completion of gathering all the copies of the teacher and student questionnaires, all the quantitative data were analyzed with SPSS 18.0. The

qualitative data collected through the further suggestion section were coded according to a start list, a structured list of categories derived from the research questions and related literatures (Miles & Huberman, 1994).

Table 3.11 The Overall Procedure

<p>Pre-implementation</p>	<p>1. Design original questionnaires according to Lai (2004), Liao and Wang (2009), and other related literature</p> <p style="text-align: center;">↓</p> <p>2. Amendment according to experts' suggestions</p> <p style="text-align: center;">↓</p> <p>3. Piloting of the teacher questionnaire</p> <p style="text-align: center;">↓</p> <p>4. Piloting of the student questionnaire</p> <p style="text-align: center;">↓</p> <p>5. Conducting factor analysis</p> <p style="text-align: center;">↓</p> <p>6. Conducting reliability analysis</p> <p style="text-align: center;">↓</p> <p>7. Form the teacher and student questionnaires for the formal study</p>
<p>Implementation</p>	<p>8. Distributing both teacher and student questionnaires</p> <p style="text-align: center;">↓</p> <p>9. Collecting both teacher and student questionnaires</p>
<p>Post-implementation</p>	<p>10. Analyzing the quantitative data with SPSS 18.0</p> <p style="text-align: center;">↓</p> <p>11. Coding the qualitative data according to a start list</p>

Data Analysis

Both qualitative and quantitative analyses were used in this study.

Quantitative analysis was conducted on the data from the first section concerning the participants' personal information and from the second part concerning the beliefs in grammar instruction and error correction. On the other hand, qualitative analysis were conducted on the data collected through the optional open-ended questions in the third part about further suggestions.

To Answer the First Research Question

The first research question was to explore similarities and differences between students' and teachers' beliefs in grammar instruction and error correction. Both quantitative and qualitative analysis were used. Based on the quantitative data, independent-samples t-test was applied to the data from the counterpart questions in student and teacher questionnaires to show students' and teachers' general beliefs in grammar instruction and error correction. If the result of the t-test is significant ($P < .05$), then we might suppose that there is perception differences existed between teachers' and students' beliefs. By comparing and contrasting the results of the teacher questionnaires and the student ones, the cognitive gaps between them might

appear and provide a clear picture of similarities and differences between their beliefs in grammar instruction and error correction.

On the other hand, the qualitative data were used to support the results of the quantitative data and to explore the reasons for similarities and differences. The data were coded according to a start list, a list organized by the related concepts of the research (Miles & Huberman, 1994). In the start list, the data were classified into ten aspects. The ten aspects were designed based on the related literature and the categories used by Liao and Wang (2009). Liao and Wang (2009) based on the studies of Brog (1998) and Schulz (2001), sorting the data into seven different categories, including error analysis, error correction, references to students' L1, grammar terminologies, grammar rules, grammar practices, and grammar and communicative ability. The ten aspects in this study followed the categories of grammar instruction, and divided error correction into more detailed classification, including grammar and English learning, grammar rules, grammar terminologies, grammar practices, error correction and English learning, the suitable corrector for error correction, the suitable time for error correction, the proper way of error correction, the students' expectation of error correction, and other findings (See Appendix F).

To Answer the Second Research Question

The second research question was to find out the background factors causing differences in teachers' beliefs in grammar instruction and error correction. There were five different kinds of background information: genders, seniorities, degrees, majors, and personal experiences. The data were analyzed with SPSS 18.0.

Independent-samples t-test was conducted between genders to assure whether the gender might affect teachers' beliefs. Besides, for understanding the influences of the other four kinds of background information, one-way ANOVA was administered. Meanwhile, if the significances were found, the post-hoc Scheffé test was employed to examine how each subgroup differed from each other. Based on the results of independent-samples t-test and one-way ANOVA, we may find out whether there were any perception differences existed between teachers with different backgrounds.

To Answer the Third Research Question

The third research question is to find out the background factors causing differences in students' beliefs in grammar instruction and error correction. Based on the data from the personal information, there were five different kinds of background information: genders, grades, parents' native languages, personal experiences, and

learning experiences. The data were analyzed with SPSS 18.0. In order to find out whether genders might cause differences, independent-samples t-test was conducted. Besides, ANOVA was applied to investigate the influences of the other four background factors. Meanwhile, if the significances were shown, the post-hoc Scheffé test was employed to examine how each subgroup may differ from each other. By carefully examining the result of the independent-samples t-test and one-way ANOVA, we may find out whether there were any perception differences between students with different backgrounds.

Table 3.12 Data Analysis

Research Question	Instruments	Data Analysis
The 1st research question	Student questionnaire Teacher questionnaire Qualitative data from the further suggestion section	Independent-samples t-test between students and teachers Coded by a start list
The 2 nd research question	Teacher questionnaire	Independent-samples t-test between genders One-way ANOVA between the subgroups in seniorities, degrees, majors, and personal experiences the post-hoc Scheffé test
The 3 rd research question	Student questionnaire	Independent-samples t-test between genders One-way ANOVA between the subgroups in grades, family native languages, personal experiences, and learning experiences the post-hoc Scheffé test

CHAPTER FOUR

RESULTS

This chapter aims to report the results of qualitative and quantitative analyses based on the data collected from 214 student participants and 141 teacher participants in Great Taipei Area. It consists of three sections. The first section reports the results of the first research question which aims to explore similarities and differences between students' and teachers' beliefs in grammar instruction and error correction. The second section describes the results of the second research question which regards what background factors may cause differences in teachers' beliefs in grammar instruction and error correction. The third section portrays the results of the third research question which intends to know what background factors may cause differences in students' beliefs in grammar instruction and error correction.

Similarities and Differences between Students' and Teachers' Beliefs

This section presents the results of the first research question. Both quantitative and qualitative data were analyzed.

The Result of Quantitative Analysis

The data were collected through the second section of the student and teacher questionnaires in which the four-point Likert scale was used. In order to present the general tendency of the teachers' and students' beliefs, the mean scores (\bar{X}) were carefully examined. A mean score above 2.9 indicates that more than 80% of the participants agree with the statement. A mean score of 2.5 presents a neutral status. A mean score below 2.1 presents more than 80% of the participants disagree with the statement (Lai, 2004). Besides, independent-samples t-test was conducted to compare the beliefs in grammar instruction and error correction between the teacher and student participants.

Beliefs in Grammar Instruction

In the teacher and student questionnaires, there were seventeen items related to the beliefs in grammar instruction. Based on the results of independent-samples t-test, the significant differences were found in eleven items. It showed that the student and teacher participants had many discrepancies between their beliefs in grammar instruction.

Grammar and English Learning

Among the seventeen items, the first seven items were about grammar and English learning.

Table 4.1 Teachers' and Students' Beliefs in Grammar and English Learning

Item	Teacher/ Student	Mean	SD	t-value	df
1. Learning grammar is essential to eventual mastery of English.	S	3.29	.68	1.14	338.64
	T	3.22	.55		
2. Grammar should be the main focus of the English class in junior high school, and developing communicative competence is secondary.	S	2.32	.81	.17	347.09
	T	2.31	.61		
3. The study of grammar is helpful to junior high school students.	S	3.28	.65	1.07	352.59
	T	3.22	.42		
4. Practicing grammar is the most effective way to improve junior high school students' communicative competence.	S	2.74	.78	6.43***	346.52
	T	2.28	.59		
5. Junior high school teachers should spend more time teaching grammar rules.	S	2.65	.78	2.59**	345.64
	T	2.46	.59		
6. Junior high school students like to study grammar.	S	2.52	.79	7.87***	346.03
	T	1.94	.60		
7. In order to help students learn better in junior high school, teachers should emphasize on grammar as soon as students started learning English in elementary school.	S	2.90	.87	6.51***	353
	T	2.33	.71		

** $p < .01$, *** $p < .001$

The results in Table 4.1 showed that there were no significant differences found in the first three items, which indicated that the student and teacher participants possessed similar beliefs in the three items. Item 1 was designed to know whether learning grammar is essential to eventual mastery of English. The results showed that both the student and teacher participants agreed that grammar is

essential to the learners. Item 2 aimed to know whether grammar learning is more important than communicative competence. Both student and teacher participants' mean scores were about 2.3, which implied that more than half of them did not believe that grammar learning was more important than communicative competence. Item 3 was used to investigate whether grammar learning is helpful to junior high school students. More than 80% of the teacher and student participants agreed with the statement.

On the other hand, significant differences were found in the other four items, which showed that the student and teacher participants held different beliefs. Item 4 was designed to explore whether practicing grammar is the most effective way to improve learners' communicative competence. The student participants agreed more with it than the teacher participants. Item 5 was for examining whether teachers in junior high school should spend more time on teaching grammar rules. Again, the student participants agreed more with the statement than the teacher participants.

Item 6 discussed whether junior high school students like to study grammar or not.

The student participants with a mean score of 2.52 presented a neutral status.

However, the mean score of the teacher participants was only 1.94 which implied that more than 80% of the teacher participants assumed that their students dislike studying grammar. The student participants liked to study grammar much more than

the teacher participants expected. Item 7 was for understanding whether teachers should start to emphasize grammar learning from elementary school. Over 80% of the student participants ($\bar{X}= 2.90$) thought that they should have begun their grammar learning from elementary school. However, less than half of the teacher participants ($\bar{X}= 2.33$) agreed. Most of the teacher participants considered that elementary school learners didn't have urgent need to study grammar.

Grammar Rules

The eighth and ninth items related to grammar rules. The results in Table 4.2 showed that the significant difference was found only in Item 9.

Table 4.2 Teachers' and Students' Beliefs in Grammar Rules

Item	Teacher/ Student	Mean	SD	t-value	df
8. Students like teachers to tell them grammar rules and word usages directly.	S	2.76	.82	.34	344.56
	T	2.73	.63		
9. Understanding the grammar rules in the text helps students learn better than getting the main idea.	S	2.77	.88	4.51***	333.46
	T	2.38	.73		

*** $p < .001$

Item 8 was designed to explore whether students like teachers to tell them grammar rules and word usages directly. Item 9 discussed whether understanding the grammar rules functions better than getting the main idea. More than half of the student participants ($\bar{X}= 2.77$) agreed understanding the grammar rules was more important than getting the main ideas, while only less than half of the teacher

participants ($\bar{X} = 2.38$) agreed. Student participants valued grammar rules more than the teacher participants.

Grammar Terminologies

The tenth and eleventh items were related to use grammar terminologies. In Table 4.3, significant differences were found between the teacher and student participants in both items.

Table 4.3 Teachers' and Students' Beliefs in Grammar Terminologies

Item	Teacher/ Student	Mean	SD	t-value	df
10. Understanding the commonly-used terms (such as subject, verb, and object) is essential to students' learning.	S	3.24	.72	2.69**	337.63
	T	3.06	.58		
11. Understanding all the terms (such as subject, preposition, and adjective clause) is essential to students' learning.	S	3.10	.79	6.59***	353
	T	2.55	.73		

** $p < .01$, *** $p < .001$

Item 10 discussed that whether the commonly-used terms is essential to students' learning. Item 11 was designed to explore whether understanding all the terms is essential to learners. From the results of the two items about grammar terminologies, it seemed that student participants believed that knowing the grammar terminologies was essential in their learning. Besides, it was not enough for them to just understand the commonly-used terminologies. Furthermore, they thought knowing all the grammar terminologies is the key to successful learning. However, from the teacher participants' point of view, knowing the commonly-used

terminologies already met the learners' needs.

Grammar Practices

The last six items in this section were related to grammar practices.

Table 4.4 Teachers' and Students' Belief in Grammar Practices

Item	Teacher/ Student	Mean	SD	t-value	df
12. After explaining the grammar rules, letting students do pattern practices over and over is helpful to their learning.	S	3.21	.70	.51	349.65
	T	3.18	.51		
13. After explaining grammar rules, letting students practice English in a real-life situation (such as interviews, and role-plays) can help them learn better.	S	3.03	.80	-1.21	351.22
	T	3.12	.57		
14. After explaining grammar rules, the teacher should offer activities to let students do oral practices in groups.	S	2.92	.78	-2.09*	346.41
	T	3.06	.44		
15. After explaining grammar rules, the teacher should offer activities to let students do writing practices in groups.	S	2.84	.74	-2.49*	352.16
	T	3.00	.46		
16. After explaining grammar rules, the teacher should offer activities to let students do oral practices alone.	S	2.58	.79	-2.49*	349.00
	T	2.77	.58		
17. After explaining grammar rules, the teacher should offer activities to let students do writing practices alone.	S	2.63	.77	-4.84***	346.28
	T	2.99	.59		

* $p < .05$, *** $p < .001$

The results of Table 4.4 showed that there were no significant differences found in Item 12 and Item 13. Item 12 aimed to identify whether doing pattern practices over and over is helpful to the learners. Item 13 discussed whether practicing English in a real-life situation (such as interviews and role-plays) is helpful to the learners. Both student and teacher participants agreed that doing pattern practices over and over and practicing English in a real-life situation are

helpful to the learners.

From Item 14 to Item 17, these four items aimed to know the most favorable way of grammar practices. Item 14 was about doing oral practices in group. Item 15 was for doing writing practices in group. Item 16 was designed to know about doing oral practices alone, while Item 17 was about doing writing practices alone.

Significant differences were found here in the four items. The student and teacher participants presented different beliefs in doing oral practices in group, doing writing practices in group, doing oral practices alone, and doing writing practices alone.

The results of the six items above revealed several similarities and differences between the teacher and student participants' beliefs in grammar practices. First, the teacher participants bestowed higher value on grammar practices than the student participants. Among the six items, the student participants' mean score was higher than the teacher participants' only in item 12 which was about doing pattern practices over and over. However, in the other five items related to grammar practices, the teacher participants scored higher than the student participants.

Second, according to the results in the last four items related to grammar practices, practicing grammar in groups was more favorable to both the teacher and student participants than practicing grammar alone. The mean scores of both the

teacher and student participants in doing oral and writing practices in groups were higher than the ones in doing oral and writing practices alone.

Third, although the significant differences between the teacher and student participants were found in the last four items, the teacher and student participants presented similar beliefs in their ranking of the four different ways of doing grammar practices. For the student participants, the way with the highest mean score was doing oral practices in groups ($\bar{X}=2.92$), and was followed by doing writing practices in groups ($\bar{X}=2.84$), doing writing practices alone ($\bar{X}=2.63$), and doing oral practices alone ($\bar{X}=2.58$). Similarly, the teacher participants also showed the same rank order: doing oral practices in groups ($\bar{X}=3.06$), doing writing practices in groups ($\bar{X}=3.00$), doing writing practices alone ($\bar{X}=2.99$), and doing oral practices alone ($\bar{X}=2.77$). Both teacher and student participants preferred doing oral practices in groups most, but doing oral practices alone least.

Beliefs in Error Correction

In both the student and teacher questionnaires, sixteen items were related to error correction. Based on the results of independent-samples t-test, significant differences were found in thirteen items in this section. It showed that the teacher and student participants viewed error correction diversely.

Error Correction and English Learning

The first three items were about error correction and English learning. Based on the results in Table 4.5, significant differences were found in all three items.

Table 4.5 Teachers' and Students' Beliefs in Error Correction and English Learning

Item	Teacher/ Student	Mean	SD	t-value	df
18. Error correction is very important to students.	S	3.40	.70	8.09***	337.58
	T	2.85	.57		
19. When students make spoken errors, the teacher should correct them.	S	3.47	.58	12.30***	353
	T	2.67	.64		
20. When students make written errors, the teacher should correct them.	S	3.47	.59	8.06***	349.90
	T	3.03	.43		

*** $p < .001$

Item 18 was designed to explore whether error correction is very important to students or not. The student participants valued error correction more than the teacher participants. Item 19 and Item 20 were related. Item 19 discussed whether the teacher should correct learners when they make spoken errors, while Item 20 discussed whether the teacher should correct learners when they make written errors.

In Item 19, the mean score of the student participants ($\bar{X} = 3.47$) was much higher than the one of the teacher participants ($\bar{X} = 2.67$). Likewise, the mean score of the student participants ($\bar{X} = 3.47$) was higher than the one of the teacher participants ($\bar{X} = 3.03$) in Item 20.

From the results of the three items above, it seemed that both the student and teacher participants valued error correction. They all thought error correction is

crucial to the learners. The student participants believed both spoken and written errors should be corrected. However, the teacher participants emphasized on correcting written errors more than spoken errors.

The Suitable Corrector for Error Correction

Item 21 and Item 22 were for exploring the beliefs in the suitable corrector for error correction. The results in Table 4.6 showed that significant differences in both items.

Table 4.6 Teachers' and Students' Beliefs in the Suitable Corrector for Error Correction

Item	Teacher/ Student	Mean	SD	t-value	df
21. Students like to be corrected by the teacher in class.	S	2.18	.84	3.34**	350.99
	T	1.92	.60		
22. Students prefer to be corrected by other students in group activities.	S	2.52	.83	4.57***	348.55
	T	2.17	.61		

** p < .01, ***p < .001

Item 21 discussed whether learners like to be corrected by the teacher in class.

Both of the mean scores of the teacher participants ($\bar{X} = 1.94$) and the student participants ($\bar{X} = 2.18$) tended to be quite low. The teacher participants considered that students did not like to be corrected by them in class.

Item 22 was for understanding whether learners prefer to be corrected by other students in group activities. The mean score of the student participants ($\bar{X} = 2.52$) was higher than the one of the teacher participants ($\bar{X} = 2.17$). The student

participants presented a nearly neutral attitude toward accepting other students' correction in class. However, the teacher participants presented a relatively negative attitude toward it.

The Suitable Time for Error Correction

Item 23, Item 24, and Item 25 were about the suitable time for error correction.

Based on the results in Table 4.7, significant differences were found in all items.

Table 4.7 Teachers' and Students' Beliefs in the Suitable Time for Error Correction

Item	Teacher/ Student	Mean	SD	t-value	df
23. When students make errors in grammar, the teacher should not correct them as long as the errors do not obstruct communication.	S	1.79	.76	-12.62***	353
	T	2.80	.71		
24. When students make errors in grammar, the teacher should correct them immediately.	S	3.18	.65	10.52***	353
	T	2.47	.57		
25. If students' errors in grammar are not the main focus in this lesson, the teacher should not correct them immediately.	S	3.29	.70	10.96***	353
	T	2.48	.67		

*** $p < .001$

Item 23 discussed whether the teacher should correct learners when their errors do not obstruct communication. The mean score of the student participants was 1.79, while the mean score of the teacher participants was 2.80. Nearly 80% of the teacher participants agreed that if the errors do not block communication, there was no need to correct them. However, the student participants disagreed with it. For

them, obstructing communication was not the main criterion for administering error correction.

Item 24 was designed for understanding whether the teacher should correct learners immediately. The mean score of the student participants was 3.24, which showed that most of the student participants regarded immediate correction as beneficial. On the other hand, the mean score of the teacher participants was 2.47. The teacher participants possessed a neutral attitude toward correcting immediately.

Item 25 was for exploring whether the teacher should correct errors which were not the main focus in the lessons. The student participants agreed with this item with the mean score of 3.29, while the teacher participants still presented a neutral attitude.

The Proper Way of Error Correction

The four items in this section were related to the teachers' and students' beliefs in the proper way of error correction. The results in Table 4.8 showed that significant differences existed in Item 26 and Item 27.

Table 4.8 Teachers' and Students' Beliefs in the Proper Way of Error Correction

Item	Teacher/ Student	Mean	SD	t-value	df
26. The teacher should collect students' errors and discuss how to correct them during a certain period of time in class to help them learn better.	S	3.31	.64	5.17***	301.49
	T	2.95	.64		
27. When students make errors in grammar, the teacher should provide them explanations and correct usages immediately.	S	3.33	.61	2.66**	348.09
	T	3.18	.45		
28. When students make errors, the teacher should use hints to let students notice their own errors and self-correct.	S	3.25	.65	1.63	346.17
	T	3.15	.49		
29. Using Chinese to explain students' errors is more helpful to students than using English.	S	2.96	.84	.47	351.84
	T	2.92	.59		

** $p < .01$, *** $p < .001$

Item 26 was designed to examine whether the teacher should collect students' errors and discuss how to correct them at a certain period of time in class. The student participants scored much higher than the teacher participants. Item 27 explored whether the teacher should give explanations and correct usages immediately when learners make errors. The student participants scored higher than their teacher counterparts, and believed that teachers should provide explanations and correct usages for their errors. It was noteworthy that the teacher participants' mean score of Item 27 was the highest among all the items in error correction. The teacher participants believed that providing immediate explanations and correct usages is their duty.

Item 28 investigated whether the teacher should use hints to let students notice

their own errors and self-corrected. Item 29 explored whether using Chinese to explain students' errors is more helpful than using English. No significant differences revealed in the two items. The student and teacher participants presented similar beliefs.

The Students' Expectation of Error Correction

The last four items were about students' expectation of error correction. Based on the results in Table 4.9, significant differences were found in Item 30, Item 32, and Item 33.

Table 4.9 Teachers' and Students' Beliefs in Students' Expectation of Error Correction

Item	Teacher/ Student	Mean	SD	t-value	df
30. If the teacher does not correct students' written errors, students will think he/ she did not read through it carefully.	S	2.65	.83	-4.06***	352.88
	T	2.95	.54		
31. If the teacher does not correct students' spoken errors, students will think he/ she did not listen to them carefully.	S	2.57	.84	1.51	352.98
	T	2.45	.55		
32. When the teacher corrects the student's errors, it benefits that student.	S	3.51	.56	9.85***	346.99
	T	2.99	.42		
33. When the teacher corrects the errors made by one student, it also benefits other students.	S	3.43	.57	8.85***	342.33
	T	2.96	.45		

*** $p < .001$

Item 30 was for investigating whether students may consider the teacher did

not read through their writing carefully when they find their written errors were not corrected. The teacher participants believed it more than the student participants.

Item 32 investigated whether the teacher's correction is beneficial to the student.

Item 33 explored whether the teacher's correction is beneficial to other students.

Relatively, the student participants believed more than the teacher participants that the teacher's correction benefits that student and the other students.

Item 31 was designed to understand whether students may consider the teacher did not listen to them carefully when their spoken errors were not corrected. No significant difference revealed between the teacher and student participants. The teacher and student participants showed similar beliefs. By comparing Item 30 and Item 31, the researcher found the student participants and teacher participants presented a similar attitude. Both of them treated written errors more seriously than the spoken errors.

The Result of Qualitative Analysis

This section displays the results of the open-ended question in further suggestion section. It is composed of two parts: qualitative analysis of grammar instruction and qualitative analysis of error correction. The analysis serves as a support to the results of quantitative analysis and to further explore the reasons for

the similarities and differences.

Qualitative Analysis of Grammar Instruction

There were similarities found between student and teacher participants. First, both student and teacher participants believed that learning grammar is essential to eventual mastery of English and helps learners speak English more accurately and naturally. It is evidenced by the answers below:

“English is not our mother tongue. Even my foreign English teacher agreed that grammar is very important. I think that only when we acquire the basic structures, it will be possible for our English speaking to be natural and native-like” (S201).

“In the second language acquisition, grammar is necessary, or the students will end up having fluency but no accuracy” (T112).

Second, both student and teacher participants believed that communicative competence is more important than grammar for different reasons. The student participants expressed a stronger belief that communicative competence is more important than grammar and hoped teachers to emphasize more on communicative skills. This could be seen from the students' replies:

“I thought that learning English is not just for learning grammar.

Communicative competence is important as well. But teachers only emphasize on grammar in order to get better grades in tests. I hoped teachers can emphasize more on communication. Only in this way, our foreign language ability can be improved ” (S50).

“Communicative competence is much more important than grammar. Improving communicative competence also reinforces grammar skills. I hoped teachers put more emphasis on communication ” (S138).

On the other hand, although the teacher participants agreed that communicative competence is more important than grammar, they still have to focus more on grammar instruction because of the tests. The belief is illustrated as follows:

“I still have to explain grammar rules in detail to help students get the right answers in the tests ” (T40).

Based on the need for better test performance, teacher participants pointed out that junior high school teachers should spend more time teaching grammar because the exams in school are designed to test students’ grammar knowledge. As one teacher participant noted,

“I agree that teachers should spend more time teaching grammar because of the tests. Students who want to get good grades like to study

grammar. Grammar should be the main axle in junior high school

English lessons because the exams all focus on testing grammar”

(T122).

Differences were also found between the student and teacher participants. First, the student participants believed that knowing grammar terminologies is helpful to their learning, while teacher participants think that it is unnecessary for students to learn all the grammar terms because sometimes the grammar terms may obstruct students' understanding. It could be seen from the replies below:

“Grammar terminologies are for the convenience of explaining grammar rules. Students should learn some but not all” (T114).

“Based on personal and some students' learning experiences, using grammar terminologies might hinder learning” (T78).

Second, the teacher and student participants focus differently on grammar practices. The student participants prefer learning grammar rules through different activities, such as singing songs, watching movies, or playing games, while the teacher participants prefer to integrate it with the four skills: listening, speaking, writing, and reading. The difference is evidenced by the teacher's and student's replies:

“Grammar practices should be combined with songs, movies, and games to increase students’ interests in learning” (S95).

“Grammar practices should involve the practices of listening, speaking, writing, and reading. Meanwhile, individual or pair practices should be incorporated as well.” (T8).

Qualitative Analysis of Error Correction

Similarities between the student and teacher participants were found here.

First, both the student and teacher participants agreed that error correction is important and necessary because it helps learners avoid keeping errors as habits, and get good grades in the high school entrance exams. It could be clearly seen from the replies below:

“Error correction can help avoid keeping the bad habits. As long as the correction does not affect the passion for learning, I think it is necessary” (S201).

“As a junior high school teacher whose students have to face the pressure of high school entrance exam, I think it is necessary for correction” (T31).

Second, both student and teacher participants regard teachers as the main

correctors in the English classes. Teachers are the decision-makers of doing error correction. Meanwhile, some of them believe that Taiwanese students expected to be corrected by their teachers. This could be seen from the teachers' replies:

“I will decide whether the errors need to be corrected or not. Then I will base on the students' personal situation to decide how to correct and when to correct” (T40).

“There were both advantages and disadvantages in error correction. The students in Taiwan still somehow expected to be corrected by their teachers. The key point is the teachers' skills in error correction” (T59).

Thirdly, both the student and teacher participants supported that using hints to help students self-correct is beneficial. Recasting is one of the ways that teachers used in class. As one teacher noted,

“If the errors were common ones in speaking or writing, the teacher should not rush into correction. It is better to use the correct usages to repeat the students' words” (T97).

One noteworthy issue emerged here was the concept of face. Both student and teacher participants believed that error correction may somehow make the learners lose face and should be dealt in a more circumlocutory way. One teacher provided a very useful way for error correction.

“The teacher should explain the errors patiently and gently. Try to correct in private or in front of the whole class without mentioning individuals. It is much better to praise other merits before correction. Be careful not to affect students’ passion in learning ” (T35).

Differences between students’ and teachers’ beliefs in error correction were found in two aspects. First, there was much diversity in the suitable time for error correction. The teacher participants reported that as long as the errors do not obstruct communication, there is no need to correct them. However the students believed that immediate correction is the most powerful. This could be seen from the student’s reply:

“When I made errors in grammar or pronunciations, the teacher should correct me immediately and provide the correct usages ” (S136).

For some student participants, the errors should be corrected in other suitable time, like during the breaks in private, or only when the errors are the main focus of the lesson. One of the student participants expressed,

“If I make errors in class, I hope the teacher to give me one-by-one correction after class. I feel the loss of face when the teacher correct me in class ” (S135).

On the other hand, some teacher participants also agreed that they should find

other suitable time to correct students' errors. It depended on the purposes of the activities. As one teacher noted,

“The application of error correction depends on the goals of the activities in class. In this way, the errors may be corrected immediately or neglected” (T136).

The other difference between the student and teacher participants was found in students' expectation of error correction. Compared with the student participants, the teacher participants agreed more that it is essential to correct written errors. As one teacher noted,

“It is definitely necessary to correct written errors, or parents will think the teacher is not qualified enough. Students will know whether the teacher listen to their speaking carefully by the facial expression, not by teacher's giving correction.” (T122).

Teachers' Backgrounds

This section presented the results of how different background factors intertwined with the teacher participants' beliefs in grammar instruction and error correction. The background factors included genders, seniorities, majors, degrees of formal schooling, and personal experiences. Independent-samples t-test was

conducted for finding the differences between the male and female teacher participants. Besides, one-way ANOVA was conducted to find out the differences between each subgroup in their seniorities, majors, degrees of formal schooling, and personal experiences.

Genders

The results of independent-samples t-test in Table 4.10 showed that there was not any significant difference in most of the items here. Item 6 was the only item where the significant difference was found. Item 6 was designed to explore whether junior high school student like to study grammar or not. The mean score of the male teacher participants was 1.53, and the mean score of the females was 1.98. Both of the male and female teacher participants showed their disagreement in this item. However, the male teacher participants presented a relatively stronger negative attitude.

Table 4.10 Different Beliefs Due to Teachers' Genders

Item	Male/ Female	Mean	SD	t-value	df
6. Junior high school students like to study grammar.	M	1.53	.52	-2.81**	139
	F	1.98	.59		

** p < .01

Seniorities

One-way ANOVA was conducted to inspect the significant differences existed between the teacher participants in different seniorities. The result of ANOVA in Table 4.11 showed that significant differences were only found in Item 1 and Item 9.

Item 1 was designed to explore whether learning grammar is essential to eventual mastery of English. After the post-hoc Scheffé test, the significant difference was found between group 3 where the teacher participants had taught English for 11 to 21 years and group 1 where the teacher participants had taught English for no more than 5 years. The teacher participants who had taught English for 11 to 21 years agreed more than the ones who had taught English for no more than 5 years that learning grammar is essential to eventual mastery of English.

Item 9 was designed to explore whether understanding the grammar rules in the text helps learners learn better than getting the main idea. From the results of the post-hoc Scheffé test, the significant difference was found between group 1 where the teacher participants had taught English for no more than 5 years and group 3 where the teacher participants had taught English for 11 to 21 years. The teacher participants who had taught English for no more than 5 years agreed more than those who had taught English for 11 to 21 years that understanding the grammar rules in the text helps learners learn better than getting the main idea.

Table 4.11 Different Beliefs Due to Teachers' Seniorities

Item	Seniority	Mean	SD	F-value	Post-hoc
1. Learning grammar is essential to eventual mastery of English.	① below 5 years	3.05	.58	2.70*	③>①
	② 6-10 years	3.13	.58		
	③ 11-20 years	3.40	.55		
	④ above 21 years	3.24	.44		
9. Understanding the grammar rules in the text helps students learn better than getting the main idea.	① below 5 years	2.77	.75	3.20*	①>③
	② 6-10 years	2.41	.69		
	③ 11-20 years	2.20	.72		
	④ above 21 years	2.30	.73		

* p < .05

Degrees of Formal Schooling

One-way ANOVA was conducted to find out the significant differences between teachers with different degrees. According to the results showed in Table 4.12, the significant difference revealed in Item 28. Item 28 was designed to explore whether the teacher should use hints to let students notice their own errors and self-correct. After the post-hoc Scheffé test, group 3 ($\bar{X} = 3.31$) where the teacher participants got their master's degree in Taiwan scored much higher than group 5 ($\bar{X} = 2.50$) where the teacher participants were studying for their doctor's degree.

Table 4.12 Different Beliefs Due to Teachers' Degrees

Item	Degree	Mean	SD	F-value	Post-hoc
28. When students make errors, the teacher should use hints to let students notice their own errors and self-correct.	① BA	3.07	.38	3.19*	③>⑤
	② studying for MA	3.31	.48		
	③ MA in Taiwan	3.34	.65		
	④ MA abroad	3.08	.49		
	⑤ studying for Ph.D.	2.50	.71		

* p < .05

Majors

One-way ANOVA was conducted to investigate whether teachers' majors might cause the significant differences. Based on the results in Table 4.13, the significant difference was only found in Item 9. Item 9 discussed whether understanding the grammar rules in the text helps students learn better than getting the main idea. After the post-hoc Scheffé test, the difference existed between group 1 and group 3. The teacher participants who graduated from other departments scored higher than the teacher participants who graduated from the English department.

Table 4.13 Different Beliefs Due to Teachers' Majors

Item	Major	Mean	SD	F-value	Post-hoc
9. Understanding the grammar rules in the text helps students learn better than getting the main idea.	① English	2.31	.66	3.93*	③>①
	② Education	2.43	.79		
	③ Others	2.91	1.00		

* $p < .05$

Personal Experiences

One-way ANOVA was applied to inspect the significant differences. However, there wasn't any significant difference. Teacher participants with different personal experiences didn't report any different beliefs in grammar instruction and error correction.

Table 4.14 Summary of the Results Due to Teachers' Different Backgrounds

Item	Gender	Seniority	Degree	Major	Personal Experiences
1. Learning grammar is essential to eventual mastery of English.	n.s.	11-20 years > Below 5 years	n.s.	n.s.	n.s.
6. Junior high school students like to study grammar.	F > M	n.s.	n.s.	n.s.	n.s.
9. Understanding the grammar rules in the text helps students learn better than getting the main idea.	n.s.	Below 5 years > 11-20 years	n.s.	Others > English	n.s.
28. When students make errors, the teacher should use hints to let students notice their own errors and self-correct.	n.s.	n.s.	MA in Taiwan > Studying for PhD	n.s.	n.s.

Note. n.s. = non-significance

Students' Backgrounds

This section presented the results of how different background factors intertwined with the student participants' beliefs in grammar instruction and error correction. The background factors included genders, grades, personal experiences, parents' native languages, and learning experiences. Independent-samples t-test was conducted to detect the gender differences. Besides, one-way ANOVA was conducted to find out the differences between each subgroup in their grades, personal experiences, parents' native languages, and learning experiences.

Genders

Independent-samples t-test was conducted between genders. The results of

Table 4.15 showed that significant differences were found in Item 21 and Item 22.

Item 21 was designed to explore whether students like to be corrected by the teacher in class. The male student participants scored higher than the females. It seemed that the males comparatively believed more that students like to be corrected by the teacher in class. Item 22 was to discuss whether students prefer to be corrected by other students in group activities. The male student participants' mean score was also higher than the females. It revealed that the males agreed more that students prefer to be corrected by other students in group activities.

Table 4.15 Different Beliefs Due to Students' Genders

Item	Male/ Female	Mean	SD	t-value	df
21. Students like to be corrected by the teacher in class.	M	2.34	.88	2.80**	208.85
	F	2.02	.78		
22. Students prefer to be corrected by other students in group activities.	M	2.64	.84	2.26*	212
	F	2.39	.80		

* $p < .05$, ** $p < .01$

Grades

One-way ANOVA was conducted to investigate the significant differences between grades. Based on the results of Table 4.16, the significant difference was found in Item 7. Item 7 was designed to explore whether teachers should start grammar learning in elementary school. After the post-hoc Scheffé test, it was found that the differences existed between ninth graders and seventh graders. Seventh

graders believed more that they should start grammar learning from elementary school. However, comparatively fewer ninth graders agreed with it.

Table 4.16 Different Beliefs Due to Students' Grades

Item	Grade	Mean	SD	F-value	Post-hoc
7. In order to help students learn better in junior high school, teachers should emphasize on grammar as soon as students started learning English in elementary school.	① 7 th grade	3.03	.84	3.38*	①>③
	② 8 th grade	2.99	.90		
	③ 9 th grade	2.69	.83		

* $p < .05$

Personal Experiences

One-way ANOVA was conducted. The results of Table 4.17 showed that significant differences were found in Item 11, Item 14, Item 24 and Item 25.

Item 11 discussed whether understanding all the terms (such as subject, preposition, and adjective clause) is essential to students' learning. From the results of post-hoc Scheffé test, the significant difference was found between group 1 and group3. It seemed that the student participants who had never lived or studied abroad agreed more with this statement than those who had studied or lived in other countries.

Item 14 was designed to explore whether the teacher should offer activities to let students do oral practices in groups after explaining the grammar rules. After the post-hoc Scheffé test, the significant difference was found between group 2 and group 1. The student participants who had studied or lived abroad agreed more that

the teacher should offer activities to let learners do oral practice in groups after explaining the grammar rules.

Item 24 discussed whether the teacher's immediate correction is necessary to the learners. By examining the results of the post-hoc Scheffé test, the significant differences were found in two situations. First, the student participants who had never studied or lived abroad scored much higher than the ones who had studied or lived in English-speaking countries. Second, the student participants who had studied or lived in other countries also scored higher than the ones who had studied or lived in English-speaking countries. It seemed that the student participants who had studied or lived in English-speaking countries relatively thought that it is not necessary for the teacher to correct learners' errors immediately.

Item 25 related to the belief that if students' errors in grammar are not the main focus in this lesson, the teacher should not correct them immediately. The result of the post-hoc Scheffé test showed that the significant difference was found between group 1 and group 2. The student participants who had never studied or lived abroad agreed more than the ones who had studied or lived in English-speaking countries. It revealed that the student participants who had never studied or lived abroad believed more that if their errors are not the main focus in the lesson, there is no immediate need for correction.

Table 4.17 Different Beliefs Due to Students' Personal Experiences

Item	Personal Experience	Mean	SD	F-value	Post-hoc
11. Understanding all the terms (such as subject, preposition, and adjective clause) is essential to students' learning.	① Never being abroad	3.13	.78	3.96*	①>③
	② Being abroad in English-speaking countries	3.14	.77		
	③ Being abroad in other countries	2.29	.95		
14. After explaining grammar rules, the teacher should offer activities to let students do oral practices in groups.	① Never being abroad	2.88	.77	3.35*	②>①
	② Being abroad in English-speaking countries	3.36	.74		
	③ Being abroad in other countries	3.29	.76		
24. When students make errors in grammar, the teacher should correct them immediately.	① Never being abroad	3.21	.63	5.62**	①>② ③>②
	② Being abroad in English-speaking countries	2.64	.84		
	③ Being abroad in other countries	3.43	.53		
25. If students' errors in grammar are not the main focus in this lesson, the teacher should not correct them immediately.	① Never being abroad	3.35	.66	7.23**	①>②
	② Being abroad in English-speaking countries	2.71	.83		
	③ Being abroad in other countries	2.86	.90		

* $p < .05$, ** $p < .01$

Parents' Native Languages

One-way ANOVA was conducted to find out whether there existed significant differences among parents' native language. However, no significant difference was found. Student participants with different parents' native languages did not report any different beliefs in grammar instruction and error correction.

Learning Experiences

One-way ANOVA was conducted, and significant differences were found in Item 6, Item 14, Item 16, and Item 29 (See Table 4.18). Item 6 was designed to explore whether students like to learn grammar or not. The significant difference resulted from the differences between group 2 and group 4. The student participants who went to cram school or hired a tutor for both school and advanced lessons scored much higher than the one who went to cram school or hired a tutor only for school lessons.

Item 14 and Item 16 are related items. Item 14 discussed whether the teacher should let students do oral practices in groups. Item 16 discussed whether teacher should let students do oral practices alone. Both items were about doing oral practices. After the post-hoc Scheffé test, the reason for their significant differences was the same. The student participants who went to cram school or hired a tutor for advanced English lessons presented a more positive attitudes toward doing oral practices, while the student participants who never went to cram school or hired a tutor comparatively felt negative about it.

Item 29 was designed to know whether using Chinese to explain students' errors is more helpful than using English. The result of the post-hoc Scheffé test showed that the student participants who never went to cram school or hired a tutor

agreed much more than the student participants who went to cram school or hired a tutor for advanced lessons that using Chinese to explain students' errors is more helpful than using English.

Table 4.18 Different Beliefs Due to Students' Learning Experiences

Item	Learning Experiences	Mean	SD	F-value	Post-hoc
6. Junior high school students like to study grammar.	①Never going to cram school or hiring a tutor	2.36	.80	2.73*	④>②
	②Going to cram school or hiring a tutor for school lessons	2.33	.73		
	③Going to cram school or hiring a tutor for advanced lessons	2.59	.69		
	④ Going to cram school or hiring a tutor for both school and advanced lessons	2.69	.88		
14. After explaining grammar rules, the teacher should offer activities to let students do oral practices in groups.	①Never going to cram school or hiring a tutor	2.61	.77	3.77*	③>①
	②Going to cram school or hiring a tutor for school lessons	2.81	.78		
	③Going to cram school or hiring a tutor for advanced lessons	3.11	.79		
	④ Going to cram school or hiring a tutor for both school and advanced lessons	3.01	.73		
16. After explaining grammar rules, the teacher should offer activities to let students do oral practices alone.	①Never going to cram school or hiring a tutor	2.28	.85	2.68*	③>①
	②Going to cram school or hiring a tutor for school lessons	2.65	.85		
	③Going to cram school or hiring a tutor for advanced lessons	2.74	.68		
	④ Going to cram school or hiring a tutor for both school and advanced lessons	2.57	.77		
29. Using Chinese to explain students' errors is more helpful to students than using English.	①Never going to cram school or hiring a tutor	3.19	.62	3.29*	①>③
	②Going to cram school or hiring a tutor for school lessons	3.07	.82		
	③Going to cram school or hiring a tutor for advanced lessons	2.69	.93		
	④ Going to cram school or hiring a tutor for both school and advanced lessons	2.96	.84		

* p < .05

Table 4.19 Summary of the Results Due to Students' Different Backgrounds

Item	Gender	Grade	Personal Experiences	Family Native Language	Learning Experiences
6. Junior high school students like to study grammar.	n.s.	n.s.	n.s.	n.s.	Going to cram school or hiring a tutor for both school and advanced lessons > Going to cram school or hiring a tutor for school lessons
7. In order to help students learn better in junior high school, teachers should emphasize on grammar as soon as students started learning English in elementary school.	n.s.	7 th > 9 th	n.s.	n.s.	n.s.
11. Understanding all the terms (such as subject, preposition, and adjective clause) is essential to students' learning.	n.s.	n.s.	Never being abroad > Being abroad in other countries	n.s.	n.s.
14. After explaining grammar rules, the teacher should offer activities to let students do oral practices in groups.	n.s.	n.s.	Being abroad in English-speaking countries > Never being abroad	n.s.	Going to cram school or hiring a tutor for advanced lessons > Never going to cram school or hiring a tutor
16. After explaining grammar rules, the teacher should offer activities to let students do oral practices alone.	n.s.	n.s.	n.s.	n.s.	Going to cram school or hiring a tutor for advanced lessons > Never going to cram school or hiring a tutor
21. Students like to be corrected by the teacher in class.	M > F	n.s.	n.s.	n.s.	n.s.
22. Students prefer to be corrected by other students in group activities.	M > F	n.s.	n.s.	n.s.	n.s.
24. When students make errors in grammar, the teacher should correct them immediately.	n.s.	n.s.	Never being abroad > Being abroad in English-speaking countries > Being abroad in other countries > Being abroad in English-speaking countries	n.s.	n.s.

Table 4.19 Summary of the Results Due to Students' Different Backgrounds (Continued)

Item	Gender	Grade	Personal Experiences	Family Native Language	Learning Experiences
25. If students' errors in grammar are not the main focus in this lesson, the teacher should not correct them immediately.	n.s.	n.s.	Never being abroad > Being abroad in English-speaking countries	n.s.	n.s.
29. If the teacher does not correct students' written errors, students will think he did not read through it carefully.	n.s.	n.s.	n.s.	n.s.	Never going to cram school or hiring a tutor > Going to cram school or hiring a tutor for advanced lessons

Note. n.s. = non-significance



CHAPTER FIVE

DISCUSSION

This chapter presents a discussion of the results. It includes three sections to discuss the results of the research questions. The first one discusses the similarities and differences between students' and teachers' beliefs in grammar instruction and error correction. The second one discusses how teachers' background factors may influence their beliefs. The third one discusses how students' background factors may affect their beliefs.

Similarities and Differences between Students' and Teachers' Beliefs

In the present study, the result indicated that there were similar and different beliefs between students and teachers in grammar instruction and error correction. The discussion is divided into two parts: (1) similar and different beliefs in grammar instruction and (2) similar and different beliefs in error correction. By carefully scrutinizing the findings in the present study and those in the previous studies, the

researcher attempted to provide some possible explanations for the discrepancies between them.

Similar and Different Beliefs in Grammar Instruction

Similar Beliefs in Grammar Instruction

Based on the result of the independent-samples t-test, there were several similar beliefs in grammar instruction between students and teachers in the study. First, both students and teachers believed grammar instruction played an important role in English learning. The finding corresponds to the results of Chung and Huang (2009), Schulz (2001), and Shwan et al. (2009). According to Chung and Huang (2009), both students and teachers believed that grammar instruction is important because it is essential to master English and that learning grammar can help students speak English more accurately and naturally. In this case, learners' communicative competence would be improved because both fluency and accuracy are viewed to be influential components in communicative competence. If learners lack for grammar instructions, they may end up having fluency but having accuracy problems.

Moreover, based on the quantitative and qualitative findings in the present study, both students and teachers believed that there were close connections among

grammar instruction, communicative competence and exam performance. Liao and Wang (2009) suggested both students and teachers valued grammar because they believed that learning grammar is helpful to get better performance in exams. Similarly, one teacher participant in the present study reported that since exams were designed to test grammar knowledge, it was necessary to explain grammar in detail to help students get better performance in exams. This washback effect might influence teachers' teaching and students' learning (Alderson & Wall, 1993). On the other hand, some students reported that practicing grammar may improve their communicative competence. Students might have two different objectives in language learning. Their immediate objective is to pass the exams, while their ultimate one is to develop communicative competence (Chung & Huang, 2009).

The study also showed that both teachers and students did not believe that grammar instruction was more important than communicative competence. However, they believe that although grammar instruction was important, communicative competence should be viewed as the top doctrine in English class. Besides, both students and teachers agreed that practicing English in real-life situation is more helpful to the learners. It is inconsistent with the findings in Brown (2009) and Schulz (2001). Brown (2009) suggested that students emphasized grammar-focused instruction more than communicative competence. Schulz (2001) reported that

although teachers strongly supported practicing in real-life context, students did not have the same opinion. By contrast, in the present study, both students and teachers focused more on the communicative competence and believed more in practicing English in real-life context. The shifting focus from grammar instruction to communicative competence might be due to the implementation of CLT in Taiwan. Under this circumstance, English teachers in Taiwan have gradually changed their teaching styles from the traditional grammar translation method to CLT. As a result, CLT become one of the mainstreams in Taiwan English learning environment. Kern (1995) found that students' beliefs are constantly affected by their teachers and by the teaching trend. Similarly, CLT successfully influences students' beliefs and makes students and teachers become more certain about to pursue the goal of developing communicative competence in English class.

In addition, the study further investigated teachers' and students' beliefs in group oral practices, individual oral practices, group writing practices, and individual writing practices. The results showed that both teachers and students preferred the same order: group oral practices, group writing practices, individual writing practices, and individual oral practices. From this order, both students and teachers were found to favor group practices rather than individual practices. A similar finding was reported in Liao and Wang (2009). The possible explanation for

this phenomenon might be related to the concept of face issue. Face is a culturally approvable image that individuals hope others to perceive (Deutsch & Krauss, 1962). When individuals are considered incompetent or powerless, they would feel a loss of face (Ohbuchi et al., 1996). Accordingly, the learners would try to reduce the risk of making errors which may result in a loss of face. Individual practices would have learners run the risk of having their errors become too noticeable in front of others, and therefore may endanger their face. Accordingly, students dislike individual practices, and teachers who care about students' feelings also feel the same way. Group practices, on the other hand, could make learners feel more secure because this kind of practices reduces their chance of losing face. Accordingly, it is more favorable to both students and teachers.

Among individual practices, individual oral practices were less welcome to both students and teachers than individual writing practices. The reason might be related to the issue of anxiety. Horwitz (1986) found that students negatively perceived both their teacher's and peer's evaluation when speaking in a foreign language class. Their expectation of negative evaluation would cause anxiety (Kitano, 2001). In order to reduce their anxiety, students might choose to avoid individual oral practices. Teachers who were aware to understand learners' need would try to create a supportive learning atmosphere in class (Kitano, 2001) and

they may disfavor individual oral practices.

In terms of group practices, group oral practices were more welcome to both students and teachers than group writing practices. The reason might be related to the finding of Tjosvold et al. (2004) that when Chinese felt their face is secure, they would be willing to discuss and solve the problem. In group practices, students feel more secure. Meanwhile, under the influence of CLT, students realize the importance of communication. With the emphasis on communication, students become more willing to improve their communicative skills. Therefore, they would prefer to do group oral practices more than group writing practices. Teachers who emphasized on communicative competence would also focus more on group oral practices. Based on the reasons presented above, the students' and teachers' beliefs in grammar practices presented the same preferences: group oral practices, group writing practices, individual writing practices and individual oral practices.

Different Beliefs in Grammar Instruction

There were several different beliefs between students and teachers in grammar instruction. Students comparatively presented a more positive attitude toward grammar instruction than teachers. First, they reported that they hoped to urge teachers into spending more time teaching grammar. It is consistent with the results

of Chung and Huang (2009). The reason for the finding might be that students believe that teachers' allocating more time on grammar is good for their learning (Chung & Huang, 2009). Nevertheless, teachers with their focus on developing communicative competence would like to spend less time on grammar. Second, students agreed more than teachers that learners like to study grammar. However, the present study showed that more than 80% of the teacher participants believed learners dislike learning grammar. It seemed that teachers did not conscious students' passion for learning grammar. It lends support to the finding in Liao and Wang (2009). The possible explanation for the phenomenon might be that students love to study grammar and desire more grammar instruction, but teachers want to spend less time on grammar and think grammar is boring (Liao & Wang, 2009). Besides, students agreed more than teachers that in order to learn better in junior high school, learners should begin their grammar learning as soon as they started learning English in elementary school. The reason might be that students believe the earlier they start grammar learning, the better their English performances will be (Davis, 2003). In this study, more than 80 % of the students thought it would be more helpful for them to start grammar learning in elementary school. It suggested that they were not satisfied with the current English teaching trend that focuses only on listening and speaking with little time on grammar instruction in elementary school.

Similar and Different Beliefs in Error Correction

Both similarities and differences were found between students' and teachers' beliefs in error correction. This part contains two issues: (1) similar beliefs in error correction and (2) different beliefs in error correction.

Similar Beliefs in Error Correction

Both students and teachers believed that when learners make errors, the teacher should use hints to let students notice their own errors and self-correct. The finding indicated that both students and teachers approved the use of metalinguistic feedback. It corresponds to the findings in Carroll and Swain (1993) and Lyster and Ranta (1997). Lyster and Ranta (1997) defined metalinguistic feedback as a kind of feedback which helped learners generate the correct answers with hints. They found that metalinguistic feedback functioned better than explicit correction. The mental exercises involved in the interaction between receiving metalinguistic feedback and generating correct answers impress learners and give them a sense of achievement. In this way, learners' motivation and autonomy would be reinforced.

Different Beliefs in Error Correction

There were also several different beliefs found in error correction. First, students believed more than teachers that error correction is important to them. The same finding also appears in Brown (2001), Chung and Huang (2009), Davis (2003), Lightbown and Spada (2006), and Schulz (1996). Students desire error correction (Chung & Huang, 2009; Schulz, 1996). It may be because that students believe that if learners accepted no correction and guidance, they might keep repeating ungrammatical forms for years (Lightbown & Spada, 2006). From the results of the qualitative analysis in the present study, students reported that they believed error correction is important because it can help them avoid keeping the errors as habits and also contribute to better performance in exams.

Second, students and teachers showed different expectation toward correcting spoken and written errors. Students agreed more than teachers that both spoken and written errors should be corrected, which corresponds to the findings in Liao and Wang (2009) and Schulz (2001). Students believed that no matter what types the errors are, it is necessary to correct them. Schulz (2001) found that majority of students reported a strong expectation of teachers' correcting both their spoken and written errors. However, in the present study, teachers believed that it is necessary to correct only written errors. The same phenomenon was also shown in Schulz's (1996)

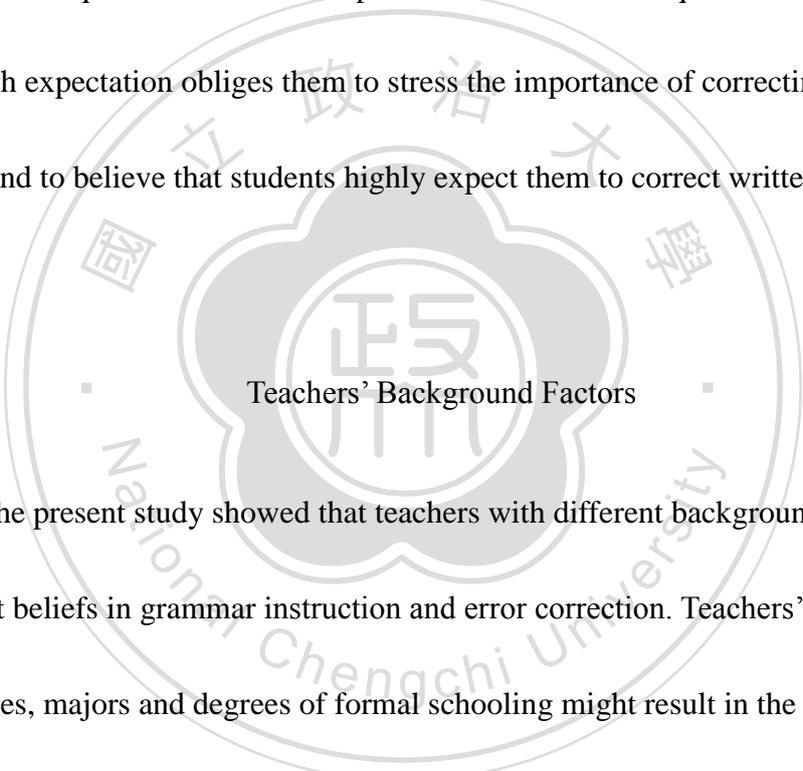
study. Schulz (1996) found that no English teachers in his study believed that students do not like being corrected, but only 11% of them agreed that correcting spoken errors is necessary. The discrepancy might be due to teachers' belief that as long as the students' spoken errors do not obstruct communication, there is no need to correct them (Liao and Wang, 2009). With the emphasis on communication, English teachers are more unwilling to interrupt students by correcting their spoken errors. Consequently, they would believe that only written errors need to be corrected.

Third, students showed more positive attitudes than teachers toward both teacher correction and peer correction. For teacher correction, students agreed more than teachers that learners like to be corrected by their teachers in class. Similar findings were also reported in Schulz (2001). It might be due to the reason that teachers presented an image of authorities and were able to provide students with reliable answers (Schulz, 2001). Besides being corrected by teachers, students in the study also welcome peer correction more than teachers expected. It is inconsistent with the findings in Davis (2003) and Liao and Wang (2009). Davis (2003) reported that both teachers and students agreed that peer correction was not reliable and might result in acquiring errors as habits. Liao and Wang (2009) noted that only teachers preferred peer correction. The reason for the inconsistency might also result

from the implementation of CLT in Taiwan. Learning in CLT English class, students perceive the focus of interaction and communication (Li, 1998). As a result, they would be more welcome to interact with their peers and gradually give up the behaviorism that interacting with peers would end up keeping errors as habits. Students eliminate their old thinking and become more open-minded to accept teacher and peer correction. However, there was a conflict found in the teachers' beliefs. According to the results of quantitative analysis, more than 80% of the teachers agreed that error correction is important. However, more than 80% of them disagreed that students like to be corrected by their teachers, and more than 50% of them did not believe that students like to be corrected by their peers. Although they approved the importance of error correction, they became indecisive on who is the suitable corrector. The discrepancy between students' and teachers' beliefs in teacher and peer correction might help teachers to ponder the necessity of their indecision.

Moreover, teachers were also found to agree more than students that if they did not correct students' written errors, students would think they did not carefully read through it. It is inconsistent with the finding in Liao and Wang (2009). Liao and Wang (2009) reported that students agreed more than teachers that if teachers did not correct their written errors, they would think that teachers did not read through it

carefully. The discrepancy between the findings of the two studies might result from teachers' self-expectation. Anderson (1993) reported that Chinese teachers believe that they should be responsible for students. According to the results of the qualitative analysis in the present study, one teacher reported that if the teacher failed to correct written errors, not only students but their parents would think the teacher is not qualified. Teachers expected themselves to be qualified correctors. This high expectation obliges them to stress the importance of correcting written errors, and to believe that students highly expect them to correct written errors.



Teachers' Background Factors

The present study showed that teachers with different backgrounds held different beliefs in grammar instruction and error correction. Teachers' genders, seniorities, majors and degrees of formal schooling might result in the discrepancies in beliefs. It corresponds to the finding in Schulz (1996) that foreign language teachers possessed discrepant beliefs in grammar instruction and error correction. Brog (1998) reported that teachers' beliefs were molded by their educational training and teaching experiences. Thus, the discussion would probe into teachers' majors and seniorities.

Teachers' majors cause differences in teachers' beliefs. The teachers who graduated from the English department agreed less than those who graduated from other departments that understanding the grammar rules in the text helps the learners better than getting the main idea of the text. It corresponds to Goodman's (1988) finding. Goodman (1988) suggested that early formal schooling experiences were influential to teachers' beliefs. As Schulz (1996) pointed out, grammar played a less important role in learning the languages which are constantly taught. English, as a constantly-taught language, comparatively provides its learners with more chances to expose themselves to it and with various ways to master it. Since learning grammar is not the only way for mastery, the teachers who graduated from English department valued grammar instruction less.

In seniority, the significant differences were found only between the teachers who had taught for 11 to 20 years and those who had taught for less than 5 years. The reason might be that the former received their teaching training and became teachers before the implementation of CLT in Taiwan. Teachers who had taught for less than 5 years were educated under the trend of CLT. Johnson (1994) indicated that the teachers' formal language learning experiences are important to their beliefs. Therefore, the teachers with two different seniorities might possess different beliefs. Besides, as Pajares (1992) showed that the earlier-formed beliefs would be more

resistant to change, the beliefs of the teachers who had taught for 11 to 20 years are more likely to resist the influence of CLT and stay steady for years. The stability of teachers' beliefs results in their different beliefs between the teachers who had taught for 11 to 20 years and those who had taught for less than 5 years.

Students' Background Factors

The present study found that students with different backgrounds held different beliefs in grammar instruction and error correction. Based on the results of quantitative analysis, significant differences were found in four factors: genders, grades, personal experiences and learning experiences. It partially corresponded to the findings in Brown (2009) and Davis (2003) that students' beliefs tended to refine with the accumulation of their life experiences. Thus the discussion further explores students' genders and grades.

Students' genders might result in discrepancies in beliefs. The present study showed that male students agreed more than females that students like to be corrected by their teachers and peers in class. The reason might be that males tend to focus on outcomes, while females tend to focus on feelings (Wood, 1993). For pursuing better performance, males would more welcome error correction. However, females who put more emphasis on feelings would regard error correction as a

face-threatening act which might hurt their or others' feelings, and would less welcome error correction.

Students' grades might also cause discrepancies in beliefs. The seventh graders were found to believe that teachers should emphasize grammar as soon as they started learning English in elementary school. However, comparatively fewer ninth graders agreed with it. The finding is related to Mori's (1999) finding that students' learning experiences had a crucial impact on their beliefs. Therefore, the seventh graders might present different beliefs from the ninth graders. However, as the researcher further examined the beliefs in the seventh graders and the ninth graders, conflicts are found in both. According to the Grade 1-9 Curriculum, which was published in 2001, English learning in elementary school mainly focuses on listening and speaking without too much time allocating to explicit grammar instruction. Mori (1999) suggested that beliefs tended to be affected by the instructions. The seventh graders who had been educated under the Grade 1-9 Curriculum should have shown less preference for grammar instruction. But the seventh graders in this study reported opposite beliefs that if they started learning grammar earlier, their English performances would be better. The discrepancy might result from students' perceiving disconnection between teaching and testing (Brown, 2009). Some students reported in the qualitative data that they learned grammar for

better performances in tests and the tests were all for testing grammar knowledge.

The seventh graders just entered junior high school and had to face the tests of

grammar knowledge which were quite different from their early learning

experiences in elementary school and their present learning experiences in CLT.

They might be shocked by the disconnection, feel themselves deficient in grammar,

and claim for learning grammar as soon as they started learning English in

elementary school. On the other hand, fewer ninth graders believed that it is

necessary to start learning grammar in elementary school. The ninth graders, who

have received at least two more years of CLT instruction which focuses on

communicative competence more than grammar instruction, would not emphasize

that much on grammar. Grammar instruction functions as the scaffolds in English

learning. As long as the learners acquire the basic competences, they would not need

to focus too much on it. On the other hand, based on the results of the qualitative

analysis in the present study, many teachers reported they taught grammar because

they wanted to help students get better performances in the Basic Competent Test.

Thus, the contradiction was found in the result that the ninth graders, who would

join the Basic Competent Test much sooner than other graders, tended to agree less

with grammar instruction. This finding suggested the teachers to reconsider their

beliefs about teaching grammar for helping students get better grades in exams.

CHAPTER SIX

CONCLUSION

This chapter contains five sections. The first section summarizes the major findings of the current study. The next section presents the pedagogical implications for in-service teachers. The third and fourth section show the limitations and suggestions for further studies. The last section presents the conclusion of the whole study.

Summary of Major Findings

There were several noteworthy results found in similarities and differences between students' and teachers' beliefs in grammar instruction and error correction.

The main findings are summarized as follows.

First, both students and teachers believed grammar instruction is important in English learning. It was essential to master English. But when it was compared with communicative competence, both students and teachers believed grammar learning was not more important than communicative competence.

Second, students comparatively possessed a more positive attitude toward grammar instruction. Students agreed more that in order to help them learn better in junior high school, they should begin their grammar learning as soon as they started learning English in elementary school. Both students and teachers believed group practices were better than individual practices, and they both preferred grammar practices in the same order: group oral practices, group writing practices, individual oral practices, and individual writing practices. But teachers valued grammar practices more than students.

Third, students believed more than teachers that error correction is important to learners. They also agreed that both spoken and written errors should be corrected, while teachers believed only written errors should be corrected. Teachers believed more that if they did not correct students' written errors, students would think they did not read through it carefully.

Fourth, students agreed more than teachers that learners like to be corrected by their teachers and peers in class. For them, error correction was helpful to not only the one who made errors but to the peers. They believed immediate correction is the most powerful. On the other hand, teacher would think that there was no need to correct errors immediately as long as they did not obstruct communication.

Last, teachers with different backgrounds did hold different beliefs. Their

genders, seniorities, majors and degrees of formal schooling might result in the discrepancies in beliefs. Students with different backgrounds also had different beliefs. Their genders, grades, personal experiences and learning experiences might cause the differences in beliefs.

Pedagogical Implications of the Study

The pedagogical implications are presented in four different dimensions: measures to reach the consensus between teachers and students, suggestions for re-examining the present education system, and suggestions for teachers' change in attitudes.

Measures to Reach the Consensus between Teachers and Students

After understanding similarities and differences between teachers' and students' beliefs in grammar instruction and error correction, the results provide teachers several measures to reach the consensus. First, the teacher should try to balance the time allocation in giving grammar instruction and developing communicative skills, and try to speak more English in class. Teachers should appropriately use grammar terminologies and introduce various activities to raise

students' interests in practicing grammar. Employing more group practices can effectively reduce students' anxiety and promote the efficacy of grammar practices.

Second, it is necessary for teachers to communicate with students about the classroom norms and modes for error correction at the beginning of the course. It can help students feel more secure and become more open-minded to give and accept the correction. It is also important to understand and to fulfill students' personal needs and expectations toward error correction. Besides, teachers should build a friendly environment for error correction by giving more affirmation and praises.

Last, teachers should constantly explain the goals and values of activities and practices. In this way, students can become more aware of their own study and increase their motivations in learning. Besides, teachers should try to develop students' learner autonomy, help them not to rely on teachers too much, and develop their independence in facing the discrepancies.

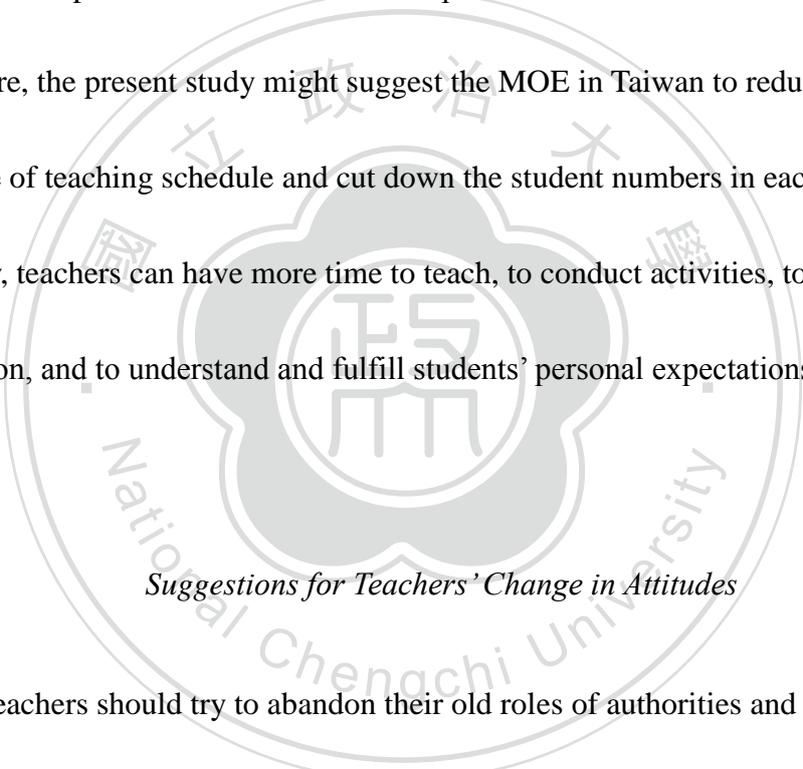
Suggestions for Re-examining the Present Education System

The results of the study reveal the call for re-examining the present education system. The seventh graders highly agreed that students should start to study grammar in elementary school in order to help them learn better in junior high

school. It implied that they met difficulties when they came into junior high school.

In order to help students, we should re-examine the present education system, and incorporate more grammar instruction in the courses and textbooks in elementary school. Besides, as many teachers reported that because of the pressure of tight teaching schedule and the huge class scale, it is hard for them to conduct various activities and practices and to fit students' personal need in error correction.

Therefore, the present study might suggest the MOE in Taiwan to reduce the pressure of teaching schedule and cut down the student numbers in each class. In this way, teachers can have more time to teach, to conduct activities, to give correction, and to understand and fulfill students' personal expectations.



Suggestions for Teachers' Change in Attitudes

Teachers should try to abandon their old roles of authorities and their old practices in teaching. The findings of the study indicated that students inclined to focus on communication, while some teachers still focus on grammar for helping students get better performances in tests. As the previous studies noted, the students' beliefs changed more easily than the teachers' beliefs (Kagan, 1992; Pajares, 1992). It is an alert for teachers to abandon their burdens and catch up with the present educational trend.

Limitations of the Study

Several limitations concerning the study should be noted. First, the results of the present study may not be generalized to teachers and students in other areas in Taiwan because the participants in the study were confined to Great Taipei Area. Besides, the incapability of randomly selecting the participants also made the results unable to be generalized.

The second limitation of the study relates to the instruments used in the study. Questionnaires are convenient for data collecting and analyzing. However, the items are not able to cover all the possible issues and somehow predetermined. Besides, the items may tend to be too general, and result in the drawback that participants are not be able to express their beliefs thoroughly.

The third limitation of the study is due to the different number of participants in different backgrounds. In terms of seniorities, there were fewer teacher participants who are in the teaching practice or with seniorities over 30 years involved in this study. In addition, there is no teacher participants who had already got their doctor's degree joining the study. The incapability of covering enough participants in different background factors may affect the results and become unable to present the whole picture of the issue.

Recommendation for Further Research

For the further studies of teachers' and students' beliefs in grammar instruction and error correction, some suggestions should be noted here. First, future researchers can expand sampling in other areas in Taiwan, or try to conduct a comparison between areas. It will provide us with a better understanding about the teachers' and students' beliefs around Taiwan. Second, as the differences resulted from the various background factors shown in the study, the further researchers may further explore these issues in a longitudinal way and incorporate qualitative methods, like interviews and classroom observations. Third, besides comparing between teachers' and students' beliefs, it is suggested to include parents' beliefs into comparison. By adding the parents' beliefs, it can help us further examine and compare the different influences on students' beliefs.

Conclusion

As the recent trend in SLA bring back the interests in exploring the essence of teachers' and students' belief systems and the interaction between them (Brown, 2009), the present study is inspired by Liao and Wang' (2009) study, which compared EFL senior high school teachers' and students' beliefs in grammar

instruction and error correction in Taiwan, and further investigates the belief systems of EFL junior high school teachers and students in grammar instruction and error correction in Taiwan. The MOE in Taiwan have advocated CLT for more than a decade. However, the majority in the society still questions the effect of their advocacy and claim the implementation is too superficial to change the traditional teaching in schools. With the quantitative data from the teacher and student questionnaires and the qualitative data from the open-ended further suggestion section, the present study might conclude that although the students still preferred grammar instruction and error correction more than their teachers, the advocacy of CLT in Taiwan has gradually shifted their focus from grammar to communication. The results provide teachers with a better understanding of the perception differences between teaching and learning, help them bridge the gaps effectively, and suggest them to build a more communicative environment in their classroom.

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APPENDIX A: The Questionnaire for Experts

國中英語教師與學生對於文法教學與錯誤訂正信念調查問卷

(專家效度審查用)

敬愛的教育先進，您好：

後學目前正在進行「國中英語教師與學生對於文法教學與錯誤訂正信念」之碩士論文研究，素仰先進學術兼修，樂於提攜後學，懇請惠賜卓見，以建立專家效度。本研究旨在瞭解國中英語教師和學生雙方對於文法教學與錯誤訂正之間信念上的差異，懇請撥冗審閱本問卷，並於詳閱各題目後，依其適合度在□中打「√」，若有修正卓見，敬請不吝指教，並書寫於修正意見欄，以為研究者修正之參考。煩請您儘可能於一週內將審查結果寄回(回郵信封已備妥)。誠摯感謝您的協助與指導！

敬祝

教安

國立政治大學英國語文學系英語教學碩士在職專班
指導教授：余明忠 博士
研究生：洪安嫻 敬上

【填答說明】：

茲將問卷所編製的題目分述如下，並請您依每個題目的適用程度，在適當的□中打√。

1. 若有修正卓見，請您不吝賜教，並請於該題下書寫意見，以作為修正之參考。
2. 本問卷有分為教師填答與學生填答兩種版本。兩種的問卷問題相同，但依填寫對象不同而語氣不同，用來比較老師與學生之間的差異。
3. 本問卷分為三個部份，第一部份為填答者之個人基本資料；第二部份為個人信念；第三部份為填答者對於文法教學與錯誤訂正的建議。
4. 教師問卷的施測對象為大台北地區公立國民中學的英文教師。學生問卷的施測對象為大台北地區公立國民中學的國中學生。

【第一部份：個人基本資料】教師問卷		適 用	修 改	刪 除
1.性別：	<input type="checkbox"/> (1) 男 <input type="checkbox"/> (2) 女	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
修正意見：_____				
2.年齡：	_____ 歲	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
修正意見：_____				
3.教學年資：	<input type="checkbox"/> (1) 目前正在實習 <input type="checkbox"/> (2) 5年以下	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> (3) 6~10年 <input type="checkbox"/> (4) 11~15年			
	<input type="checkbox"/> (5) 16~20年 <input type="checkbox"/> (6) 21~25年			
	<input type="checkbox"/> (7) 26~30年 <input type="checkbox"/> (8) 30年以上			
修正意見：_____				
4.最高學歷：	<input type="checkbox"/> (1) 大學 <input type="checkbox"/> (2) 碩士班研究生	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> (3) 國內碩士 <input type="checkbox"/> (4) 國外碩士			
	<input type="checkbox"/> (5) 博士班研究生 <input type="checkbox"/> (6) 國內博士			
	<input type="checkbox"/> (7) 國外博士 <input type="checkbox"/> (8) 其他：_____			
修正意見：_____				
5. 主修科目	<input type="checkbox"/> (1) 文學 <input type="checkbox"/> (2) 語言學	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> (3) 英語教學 <input type="checkbox"/> (4) 其他：_____			
修正意見：_____				
6. 個人經歷	<input type="checkbox"/> (1) 未曾在國外居住或留學	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> (2) 曾在英語語系國家居住或留學			
	<input type="checkbox"/> (3) 曾在非英語語系國家(國名：_____)居住或留學			
修正意見：_____				

【第一部份：個人基本資料】學生問卷		適 用	修 改	刪 除
1.性別：	<input type="checkbox"/> (1) 男 <input type="checkbox"/> (2) 女	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
修正意見： _____				
2.年齡：	_____ 歲	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
修正意見： _____				
3.年級：	<input type="checkbox"/> (1) 七年級 <input type="checkbox"/> (2) 八年級 <input type="checkbox"/> (3) 九年級	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
修正意見： _____				
4.個人經歷：	<input type="checkbox"/> (1) 未曾在國外居住或上學 <input type="checkbox"/> (2) 曾在說英語的國家居住或上學 <input type="checkbox"/> (3) 曾在國外居住或上學，但不是說英語的國家(國名：_____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
修正意見： _____				
5. 家庭背景	<input type="checkbox"/> (1) 爸爸和媽媽兩人的母語都是中文 <input type="checkbox"/> (2) 爸爸或媽媽其中一人的母語是英文 <input type="checkbox"/> (3) 爸爸和媽媽兩人的母語都是英文 <input type="checkbox"/> (4) 其他： _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
修正意見： _____				
6. 學習經歷	<input type="checkbox"/> (1) 從未去過補習班或是請家教加強英文。 <input type="checkbox"/> (2) 目前有去補習班或請家教加強練習校內的英文課程。 <input type="checkbox"/> (3) 目前有去補習班或請家教額外加強課外的英文能力。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
修正意見： _____				

【第二部份 教師與學生信念】(共 35 題)

本研究要比較國中英語教師與國中學生對於文法教學與錯誤訂正彼此信念上的不同。主要分為「文法教學」與「錯誤訂正」兩大構面。審查上希望能著重在教師填答問卷與學生填答問卷之間的對應性。兩份問卷為了配合填答對象，使用不同的語氣與用字，但又不希望因此造成題意的扭曲，若需修正，請您不吝賜教。同時，若有遺漏了相關重要的問題，也請您能於「整體修正意見」中提出。

構面一：文法教學 本構面主要調查教師與學生對於文法教學的信念，並進一步比較兩者之間的不同。文法教學可分為「文法與英語學習」(1-7 題)、「文法規則」(8-11 題)、「文法術語」(12-13 題)、「母語使用與文法教學」(14-15 題)、「文法練習」(16-19 題)。	適 用 修 改 刪 除
1. 【師】我認為對國中學生而言，當課堂是學生學習英語唯一的環境，文法的學習對於最終能夠精通英語是很重要的。 【生】我認為學習文法對於最終能夠精通英語是很重要的。 修正意見：_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. 【師】我認為文法教學是國中英語課程的核心，溝通能力的培養是其次。 【生】我認為文法教學是國中英語課程的核心，溝通能力的培養是其次。 修正意見：_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. 【師】我認為文法教學可以幫助國中學生學習英語。 【生】我認為文法教學可以幫助我學習英語。 修正意見：_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. 【師】我認為學習並練習文法是幫助國中學生改善溝通能力的最快方式。 【生】我認為學習並練習文法是幫助我改善溝通能力的最快方式。 修正意見：_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. 【師】我認為一般而言，國中英語課應該花很多時間教授文法規則。 【生】我認為一般而言，國中英語課應該要花很多時間教文法。 修正意見：_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	適 用	修 改	刪 除
6. 【師】我認為國中學生通常喜歡學習文法。 【生】我喜歡學習文法。 修正意見：_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 【師】我認為為了讓學生國中學習英語更順利，從國小開始學習 英語時就應該要著重文法教學。 【生】我認為為了國中學習英語更順利，從國小開始學習英語時就 應該要著重文法教學。 修正意見：_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.【師】我認為學生通常喜歡老師直接告訴他們文法規則與使用方法。 【生】我喜歡老師直接告訴我文法規則與使用方法。 修正意見：_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.【師】我認為講授課文內容之前，先瞭解文章內的文章規則比先瞭 解課文大意更能夠幫助學生學習。 【生】我認為上課文內容之前，先瞭解文章內的文章規則比先瞭解 課文大意更能夠幫助我學習。 修正意見：_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.【師】我認為教文法時，讓學生自己歸納出規則比老師直接講解 規則更能幫助學生學習。 【生】我認為學文法時，讓我自己歸納出規則比老師直接講解規則 更能幫助我學習。 修正意見：_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.【師】我認為廣泛的閱讀和聽力對於文法學習比直接講授文法規 則來得有幫助。 【生】我認為廣泛的閱讀和聽力對於文法學習比直接講授文法規 則來得有幫助。 修正意見：_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.【師】我認為學生學習文法時，瞭解文法結構的專有詞彙（如被 動式、名詞子句、形容詞子句）對於學生的文法學習是很 重要的。 【生】我認為學習文法時，瞭解文法結構的專有詞彙（如被動式、 名詞子句、形容詞子句）對於文法學習很重要。 修正意見：_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	適 用	修 改	刪 除
<p>13. 【師】我認為教授文法時，老師使用文法結構的專有詞彙（如被動式、名詞子句、形容詞子句），對學生的文法學習有幫助。</p> <p>【生】我認為老師使用文法結構的專有詞彙（如被動式、名詞子句、形容詞子句）教文法，對我的文法學習有幫助。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>14. 【師】我認為老師用中文講授文法比使用英文講授文法對學生的學習更有幫助。</p> <p>【生】我認為老師用中文教文法比使用英文教文法對我的學習更有幫助。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>15. 【師】我認為教授文法時，老師比較英文文法規則和中文的差異對學生有幫助。</p> <p>【生】我認為學習文法時，老師比較英文文法規則和中文的差異對我有幫助。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>16. 【師】我認為講完文法規則之後讓學生反覆做句型練習，較能夠幫助學生練習文法。</p> <p>【生】我認為老師講完文法規則之後，讓我反覆做句型練習，較能夠幫助我練習文法。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>17. 【師】我認為講完文法規則之後讓學生在模擬真實環境中練習英語（如面試、角色扮演），較能夠幫助學生練習文法。</p> <p>【生】我認為老師講完文法規則之後，讓我在模擬真實環境中練習英語（如面試、角色扮演），較能夠幫助我練習文法。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>18. 【師】我認為老師講完文法規則之後，應該安排活動讓學生小組練習。</p> <p>【生】我認為老師講完文法規則之後，應該安排活動讓學生小組練習。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>19. 【師】我認為老師講完文法規則之後應該安排活動讓學生單獨練習。</p> <p>【生】我認為老師講完文法規則之後，應該安排活動讓學生單獨練習。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

本構面整體修正意見：

構面二：錯誤訂正

本構面主要調查教師與學生對於錯誤訂正的信念，並進一步比較兩者之間的不同。錯誤訂正則分為「錯誤訂正與英語學習」(20 題、21 題、22 題)、「錯誤訂正的主導者」(23-24 題)、「錯誤訂正的時機」(25-27 題)、「錯誤訂正的方法」(28-31 題)、「學生對於錯誤訂正的期待」(32-35 題)

20. 【師】我認為訂正錯誤對於學生學習英文很重要。

【生】我認為訂正錯誤對於學習英文很重要。

修正意見：_____

21. 【師】我認為一般而言，當學生說英語的時候犯錯，錯誤應該被糾正。

【生】當我說英語的時候犯錯，老師應該糾正我的錯誤。

修正意見：_____

22. 【師】我認為一般而言，當學生寫作的時候犯錯，錯誤應該被糾正。

【生】當我寫作的時候犯錯，老師應該糾正我的錯誤。

修正意見：_____

23. 【師】我認為大部分學生不喜歡在課堂上當眾被老師糾正英語錯誤。

【生】我不喜歡在課堂上當眾被老師糾正英語錯誤。

修正意見：_____

24. 【師】我認為大部分學生喜歡在小組中被同儕糾正錯誤勝過在全班面前被老師糾正錯誤。

【生】我喜歡在小組中被同學糾正錯誤勝過在全班面前被老師糾正錯誤。

修正意見：_____

25. 【師】我認為當學生犯文法或發音錯誤時，如果錯誤不影響溝通，教師不應該糾正學生。

【生】當我犯文法或發音錯誤時，如果錯誤不影響溝通，老師不應該糾正。

修正意見：_____

26. 【師】我認為當學生犯文法或發音錯誤時，老師應該立即糾正。

【生】當我犯文法或發音錯誤時，老師應該立即糾正。

修正意見：_____

	適 用	修 改	刪 除
<p>27. 【師】我認為老師不需在學生犯錯時立刻糾正，收集學生的錯誤並在課程中固定時間與學生討論錯誤與改正方法，才能加深學生的印象。</p> <p>【生】我認為老師不需在我犯錯時立刻糾正，收集大家的錯誤並在課程中固定時間討論錯誤與改正方法，才能加深我的印象。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>28. 【師】我認為當學生犯文法或發音錯誤時，老師應該主動解釋並提供正確的用法。</p> <p>【生】當我犯文法或發音錯誤時，老師應該主動解釋並提供正確的用法。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>29. 【師】我認為當學生犯錯時，老師應該用提示的方式，讓學生注意錯誤並讓學生自我改正錯誤，對學生比較有幫助。</p> <p>【生】當我犯錯時，老師應該用提示的方式，讓我注意錯誤並自己改正錯誤，對我比較有幫助。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>30. 【師】我認為學生在理解自己的錯誤之後，要訂正並抄寫正確的用法，才能加深學生的印象。</p> <p>【生】我認為在理解自己的錯誤之後，要訂正並抄寫正確的用法，才能加深印象。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>31. 【師】我認為如果老師沒有糾正學生的寫作錯誤，大部分學生會有被欺騙的感覺。</p> <p>【生】如果老師沒有糾正我的寫作錯誤，我會有被欺騙的感覺。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>32. 【師】我認為如果老師沒有糾正學生的口語錯誤，大部分學生會覺得老師沒有認真傾聽。</p> <p>【生】如果老師沒有糾正我的口語錯誤，我會覺得老師沒有認真聽。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>33. 【師】我認為當老師糾正某個學生的錯誤時，對該名學生是有幫助的。</p> <p>【生】當老師糾正我的錯誤時，對我是有幫助的。</p> <p>修正意見：_____</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	適 用	修 改	刪 除
34. 【師】我認為當老師糾正某個學生的錯誤時，對其他學生是有幫助的。 【生】當老師糾正我的錯誤時，對其他同學是有幫助的。 修正意見：_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. 【師】我認為老師用中文解釋學生的錯誤比用使用英文解釋學生錯誤，對學生的學習更有幫助。 【生】我認為老師用中文解釋我的錯誤比用使用英文解釋我的錯誤，對我的學習更有幫助。 修正意見：_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
本構面整體修正意見： _____ _____			

【第三部份：文法教學與錯誤訂正的建議】教師問卷		適 用	修 改	刪 除
本部分包含一個開放式的問題讓填答者自由表達自己對於文法教學與錯誤訂的看法，同時也希望募集自願者接受進一步的訪談。				
1. 除了上述的問題，您對於文法教學與錯誤訂正是否還有其他看法，請您寫下：_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
修正意見：_____				

【第三部份：文法教學與錯誤訂正的建議】學生問卷		適 用	修 改	刪 除
本部分包含一個開放式的問題讓填答者自由表達自己對於文法教學與錯誤訂的看法，同時也希望募集自願者接受進一步的訪談。				
1. 除了上述的問題，你對於文法教學與錯誤訂正是否還有其他看法，請你寫下：_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
修正意見：_____				

【問卷作答到此結束，請您再檢查一遍是否每題都有填答，再次感謝您的幫忙。】

APPENDIX B: The English Teacher Questionnaire

Dear English teachers:

Thank you for participating in this study. The questionnaire aims to understand the beliefs that junior high school English teachers held toward grammar instruction and error correction. Any information that you provide would only serve as data for current study, and would not be used for other purposes. Please feel free to write down your own responses. Thank you for your participation.

ETMA in National Chengchi University

An-hsien Hung

Part I Personal Information

※ Please choose the most suitable one.

1. Gender: male female
2. Year of teaching: Below 5 years 6 to 10 years
 11 to 20 years Above 21 years
4. Highest Degree: BA Studying for MA now MA in Taiwan
 MA in foreign countries Studying for PhD now
 PhD in Taiwan PhD in foreign countries Others: _____
5. Major : English Department Education Department Other Department: _____
6. Personal Experience :
 Never lived or studied abroad
 Ever lived or studied in English-speaking countries
 Ever lived or studied in other countries (the name of the countries: _____)

Part II Teachers' Beliefs

※ The questions below aim to understand your beliefs in grammar instruction and error correction. Based on your own beliefs, please choose the most suitable one between strongly agree, agree, strongly disagree, and disagree.

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I believe that learning grammar is essential to eventual mastery of English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I believe that grammar should be the main focus of the English class in junior high school, and developing communicative competence is secondary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I believe that the study of grammar is helpful to junior high school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I believe that practicing grammar is the most effective way to improve junior high school students' communicative competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I believe that junior high school teachers should spend more time teaching grammar rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I believe that junior high school students like to study grammar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I believe that in order to help students learn better in junior high school, teachers should emphasize on grammar as soon as students started learning English in elementary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I believe that students like teachers to tell them grammar rules and word usages directly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
9. I believe that understanding the grammar rules in the text helps students learn better than getting the main idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I believe that understanding the commonly-used terms (such as subject, verb, and object) is essential to students' learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I believe that understanding all the terms (such as subject, preposition, and adjective clause) is essential to students' learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I believe that after explaining the grammar rules, letting students do pattern practices over and over is helpful to their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I believe that after explaining grammar rules, letting students practice English in a real-life situation (such as interviews, and role-plays) can help them learn better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I believe that after explaining grammar rules, I should offer activities to let students do oral practices in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I believe that after explaining grammar rules, I should offer activities to let students do writing practices in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I believe that after explaining grammar rules, I should offer activities to let students do oral practices alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
17. I believe that after explaining grammar rules, I should offer activities to let students do writing practices alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I believe that error correction is very important to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I believe that when students make spoken errors, I should correct them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I believe that when students make written errors, I should correct them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I believe that students like to be corrected by the teacher in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I believe that students prefer to be corrected by other students in group activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I believe when students make errors in grammar, I should not correct them as long as the errors do not obstruct communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I believe that when students make errors in grammar, I should correct them immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I believe that if students' errors in grammar are not the main focus in this lesson, I should not correct them immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I believe that I should collect students' errors and discuss how to correct them during a certain period of time in class to help them learn better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
27. I believe that when students make errors in grammar, I should provide them explanations and correct usages immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I believe that when students make errors, I should use hints to let them notice their own errors and self-correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I believe that using Chinese to explain students' errors is more helpful to students than using English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I believe that if I do not correct students' written errors, they will think I did not read through it carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I believe that if I do not correct students' spoken errors, they will think I did not listen to them carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I believe that when I correct the student's errors, it benefits that student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I believe that when I correct the errors made by one student, it also benefits other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part III Further Suggestions

Except the questions stated above, if you have any other opinions about grammar instruction and error correction, please write them down here:

【This is the end of the questionnaire. Please double-check to make sure that you have done every question. Thank you for your participation. ☺】

APPENDIX C: The English Student Questionnaire

Dear Students:

Thank you for participating in this study. The questionnaire aims to understand the beliefs that junior high school students held toward grammar instruction and error correction. This is not a test, and it will not affect your grades. Any information that you provide would only serve as data for current study, and would not be used for other purposes. Please feel free to write down your own responses. Thank you for your participation.

ETMA in National Chengchi University

An-hsien Hung

Part I Personal Information

※ Please choose the most suitable one.

1. Gender: male female
2. Grade: 7th grade 8th grade 9th grade
3. Personal Experience : Never lived or studied abroad
 Ever lived or studied in English-speaking countries
 Ever lived or studied in other countries (the name of the country : _____)
4. Family Background: Both of the parents speak Chinese
 One of the parents speaks English Both of the parents speak English
 Others : _____
6. Learning Experiences: Never going to cram school or hiring a tutor.
 Going to cram school or hiring a tutor for school English lessons.
 Going to cram school or hiring a tutor for advanced English lessons.
 Going to cram school or hiring a tutor for both school and advanced English lessons.

Part II Students' Beliefs

※ The questions below aim to understand your beliefs in grammar instruction and error correction. Based on your own beliefs, please choose the most suitable one between strongly agree, agree, strongly disagree, and disagree.

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I believe that learning grammar is essential to eventual mastery of English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I believe that grammar should be the main focus of the English class in junior high school, and developing communicative competence is secondary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I believe that the study of grammar is helpful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I believe that practicing grammar is the most effective way to improve my communicative competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I believe that junior high school teachers should spend more time teaching grammar rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I like to study grammar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I believe that in order to learn better in junior high school, teachers should emphasize on grammar as soon as I start learning English in elementary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I like teachers to tell me grammar rules and word usages directly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I believe that understanding the grammar rules in the text helps me learn better than getting the main idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
10. I believe that understanding the commonly-used terms (such as subject, verb, and object) is essential to my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I believe that understanding all the terms (such as subject, preposition, and adjective clause) is essential to my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I believe that after explaining the grammar rules, letting me do pattern practices over and over is helpful to my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I believe that after explaining grammar rules, letting me practice English in a real-life situation (such as interviews, and role-plays) can help me learn better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I believe that after explaining grammar rules, the teacher should offer activities to let us do oral practices in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I believe that after explaining grammar rules, the teacher should offer activities to let us do writing practices in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I believe that after explaining grammar rules, the teacher should offer activities to let us do oral practices alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I believe that after explaining grammar rules, the teacher should offer activities to let us do writing practices alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I believe that error correction is very important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
19. I believe that when I make spoken errors, the teacher should correct them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I believe that when I make written errors, the teacher should correct them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I believe that I like to be corrected by the teacher in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I believe that I prefer to be corrected by other students in group activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I believe when I make errors in grammar, the teacher should not correct me as long as the errors do not obstruct communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I believe that when I make errors in grammar, the teacher should correct them immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I believe that if my errors in grammar are not the main focus in this lesson, the teacher should not correct them immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I believe that the teacher should collect students' errors and discuss how to correct them during a certain period of time in class to help me learn better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I believe that when I make errors in grammar, the teacher should provide me explanations and correct usages immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
28. I believe that when I make errors, the teacher should use hints to let me notice my own errors and self-correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I believe that using Chinese to explain my errors is more helpful to me than using English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I believe that if the teacher does not correct my written errors, I will think that the teacher did not read through it carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I believe that if the teacher does not correct my spoken errors, I will think that the teacher did not listen to me carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I believe that when the teacher corrects my errors, it benefits me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I believe that when the teacher corrects the errors made by other students, it also benefits me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part III Further Suggestions

Except the questions stated above, if you have any other opinions about grammar instruction and error correction, please write them down here:

【This is the end of the questionnaire. Please double-check to make sure that you have done every question. Thank you for your participation. ☺】

APPENDIX D: The Chinese Teacher Questionnaire

親愛的老師，您好：

首先要感謝您參與這項研究。本問卷主要是想瞭解國中英語教師對於文法教學與錯誤訂正的看法。所得的資料純粹做為學術研究之用，不會對外公佈個人填答資料，請安心作答。您的意見非常寶貴，請您仔細閱讀作答，依照個人理念和想法，逐題填寫。非常感謝您在百忙中撥冗協助！

敬祝 平安喜樂

國立政治大學英國語文學系英語教學碩士在職專班

指導教授：余明忠 博士

研究生：洪安嫻 敬上

第一部份 基本資料

說明：請在最符合的中打勾。

1. 性別： 男 女
2. 教學年資： 5年以下 6~10年 11~20年 21年以上
3. 最高學歷： 大學 碩士班研究生 國內碩士 國外碩士
 博士班研究生 國內博士 國外博士 其他 ____
4. 畢業科系： 英語系/ 外文系 教育系 其他科系：_____
5. 個人經歷： 未曾在國外居住或留學 曾在英語語系國家居住或留學
 曾在非英語語系國家(國名：_____)居住或留學

第二部份 教師信念

說明：以下問題是想瞭解您對於英語文法教學與錯誤訂正的看法。請就各選項敘述，請依照您個人的想法在：非常同意、同意、不同意、非常不同意之程度情形，分別在適當的□內打勾。

問題敘述	非常不同意	不同意	同意	非常同意
1. 我認為學習文法對於能夠精通英語是很重要的。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 我認為文法教學應是國中英語課程的核心，培養溝通能力是其次。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 我認為文法教學對於國中生學習英語有幫助。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 我認為學習文法是幫助國中生改善溝通能力最有效的方式。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 我認為國中英語課應該多花時間教授文法規則。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 我認為國中生喜歡學習文法。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 我認為從國小開始接觸英語時就應該要著重文法教學，以便順利銜接國中英語課程。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 我認為學生喜歡老師直接告訴他們文法規則與使用方法。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. 我認為先瞭解文章內的文法規則，比先瞭解課文大意更能夠幫助學生學習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 我認為瞭解常用文法術語（如主詞、動詞、受詞）對於學習文法是必要的。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. 我認為瞭解所有文法術語（如主詞、前置詞、形容詞子句）對於學習文法是必要的。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

問題敘述	非常不同意	不同意	同意	非常同意
12. 我認為講完文法規則後，讓學生反覆做句型練習，較能幫助學生學習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. 我認為講完文法規則之後，讓學生在模擬真實環境中練習文法（如面試、角色扮演），較能幫助學生學習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. 我認為我講完文法規則之後，應該讓學生進行分組口語練習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. 我認為我講完文法規則之後，應該讓學生進行分組書寫練習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. 我認為我講完文法規則之後，應該讓學生進行單獨口語練習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. 我認為我講完文法規則之後，應該讓學生進行單獨書寫練習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. 我認為糾正錯誤對於學生學習英文很重要。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. 我認為當學生說英語犯錯的時候，我應該糾正學生的錯誤。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. 我認為當學生寫作犯錯的時候，我應該糾正學生的錯誤。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. 我認為學生喜歡在課堂上當眾被我糾正英語錯誤。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. 我認為學生喜歡在分組活動中被同學糾正英語錯誤。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. 我認為當學生文法有誤時，如果錯誤不影響溝通，我不應該糾正學生。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. 我認為當學生文法有誤時，我應該立即糾正學生。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. 我認為若學生的文法錯誤不是該堂課的重點，我不應該糾正學生。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

問題敘述	非常不同意	不同意	同意	非常同意
26. 我認為我收集學生的錯誤，並在課程中固定時間與學生討論錯誤與改正方法，才能加深學生的印象。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. 我認為當學生文法有誤時，我應該主動解釋並提供正確的用法。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. 我認為當學生犯錯時，我應該用提示的方式，讓學生注意錯誤並自我改正。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. 我認為我以中文解釋學生的錯誤，比以英文解釋對學生更有幫助。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. 我認為如果我沒有糾正學生的寫作錯誤，學生會覺得我沒有仔細批改。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. 我認為如果我沒有糾正學生的口語錯誤，學生會覺得我沒有認真傾聽。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. 我認為當我糾正學生的錯誤時，對該位學生是有幫助的。	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. 我認為當我糾正學生的錯誤時，對其他學生是有幫助的。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

第三部分 文法教學與錯誤訂正的建議

除了上述的問題，您對於文法教學與錯誤訂正是否還有其他看法，請您寫下：

【問卷作答到此結束，請您再檢查一遍是否每題都有填答，再次感謝您的幫忙與協助。☺】

APPENDIX E: The Chinese Student Questionnaire

親愛的同學你好：

本問卷旨在瞭解你對於國中英語文法教學和錯誤訂正的看法，以作為學術研究之用。這不是考試，不會影響你的成績，也沒有標準答案，只要依照自己的想法回答就可以了！你所填的任何資料會絕對保密，請放心填答。請你依順序耐心填寫所有題目！謝謝你的協助。

祝 健康快樂 學業進步

國立政治大學英國語文學系英語教學碩士在職專班

指導教授：余明忠 博士

研究生：洪安嫻 謹上

第一部份 基本資料

說明：請在符合的□中打勾。

1. 性別： 男 女
2. 年級： 七年級 八年級 九年級
3. 個人經歷： 未曾在國外居住或上學
 曾在說英語的國家居住或上學
 曾在國外居住或上學，但不是說英語的國家(國名：_____)
4. 家庭背景： 爸爸和媽媽兩人的母語是國語/台語/客家語
 爸爸或媽媽其中一人的母語是英語
 爸爸和媽媽兩人的母語都是英語
 其他：_____
5. 學習經歷： 從未去過補習班或是請家教加強英文。
 有去補習班或請家教加強練習校內的英文課程。
 有去補習班或請家教額外加強課外的英文能力。
 有去補習班或請家教同時加強校內的英文課程與課外的英文能力。

第二部份 學生信念

說明：以下問題是想瞭解您對於英語文法教學與錯誤訂正的看法。請就各選項敘述，請依照您個人的想法在：非常同意、同意、不同意、非常不同意之程度情形，分別在適當的□內打勾。

問題敘述	非常不同意	不同意	同意	非常同意
1. 我認為學習文法對於能夠精通英語是很重要的。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 我認為學習文法應是國中英語課程的核心，培養溝通能力是其次。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 我認為學習文法對於我學習英語有幫助。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 我認為學習文法是幫助我改善溝通能力最有效的方式。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 我認為國中英語課應該要多花時間教授文法規則。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 我喜歡學習文法。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 我認為從國小開始接觸英語時就應該要著重文法教學，以便順利銜接國中英語課程。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 我喜歡老師直接告訴我文法規則與使用方法。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. 我認為先瞭解文章內的文章規則，比先瞭解課文大意更能夠幫助我學習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 我認為瞭解常用文法術語（如主詞、動詞、受詞）對學習文法是有必要的。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. 我認為瞭解所有文法術語（如主詞、前置詞、形容詞子句）對學習文法是有必要的。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. 我認為老師講完文法規則後，讓我反覆做句型練習，較能幫助我學習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

問題敘述	非常不同意	不同意	同意	非常同意
13. 我認為老師講完文法規則之後，讓我在模擬真實環境中練習文法（如面試、角色扮演），較能幫助我學習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. 我認為老師講完文法規則之後，應該讓我進行分組口語練習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. 我認為老師講完文法規則之後，應該讓我進行分組書寫練習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. 我認為老師講完文法規則之後，應該讓我進行單獨口語練習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. 我認為老師講完文法規則之後，應該讓我進行單獨書寫練習。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. 我認為糾正錯誤對於我學習英文很重要。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. 我認為當我說英語犯錯的時候，老師應該糾正我的錯誤。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. 我認為當我寫作犯錯的時候，老師應該糾正我的錯誤。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. 我認為我喜歡在課堂上當眾被老師糾正英語錯誤。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. 我認為我喜歡在分組活動中被同學糾正英語錯誤。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. 當我文法有誤時，如果錯誤不影響溝通，老師不應該糾正我。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. 我認為當我文法有誤時，老師應該立即糾正我。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. 我認為若我的文法錯誤不是該堂課的重點，老師不應該糾正我。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. 我認為老師收集大家的錯誤，並在課程中固定時間討論錯誤與改正方法，才能加深我的印象。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. 我認為當我文法有錯時，老師應該主動解釋並提供正確的用法。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

問題敘述	非常不同意	不同意	同意	非常同意
28. 我認為當我犯錯時，老師應該用提示的方式，讓我注意錯誤並自己改正。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. 我認為老師以中文解釋我的錯誤，比以英文解釋對我更有幫助。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. 我認為如果老師沒有糾正我的寫作錯誤，我會覺得老師沒有仔細批改。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. 我認為如果老師沒有糾正我的口語錯誤，我會覺得老師沒有認真傾聽。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. 我認為當老師糾正我的錯誤，對我是有幫助的。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. 我認為當老師糾正別人的錯誤時，對我是有幫助的。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

第三部分 文法教學與錯誤訂正的建議

除了上述的問題，你對於文法教學與錯誤訂正是否還有其他看法，請你寫下：

【問卷作答到此結束，請你再檢查一遍是否每題都有填答，再次感謝你的幫忙與協助。☺】

APPENDIX F: A Start List for Coding

Structured List of Categories

1. GRAMMAR INSTRUCTION

1.1 *Grammar and English Learning*

1.1.1 Importance

1.1.2 Communicative Competence

1.1.3 Usefulness

1.1.4 Efficiency

1.1.5 School Course

1.1.6 Learner Preference

1.1.7 Starting Point

1.2 *Grammar Rules*

1.2.1 Deductive

1.2.2 Inductive

1.2.3 Efficacy

1.2.4 Examples

1.2.5 Method

1.2.6 Speed

1.2.7 Difficulty



1.3 *Grammar Terminology*

1.3.1 Importance

1.3.2 Necessity

1.3.3 Students' Acceptance

1.3.4 Teaching Application

1.4 *Grammar Practices*

1.4.1 Pattern Practice

1.4.2 Situation Simulation

1.4.3 Oral Practices

1.4.4 Writing Practices

1.4.5 Group Practices

1.4.6 Individual Practices

2. ERROR CORRECTION

2.1 *Error Correction and English Learning*

2.1.1 Importance

2.1.2 Benefit

2.1.3 Spoken Error Correction

2.1.4 Written Error Correction

2.2 *The Suitable Corrector*

2.2.1 Teacher Corrector

2.2.2 Peer Corrector

2.2.3 Other Correctors

2.3 *The Suitable Time*

2.3.1 Proactive

2.3.2 Preemptive

2.3.4 Reactive

2.3.5 Lesson Focus

2.3.6 Fluency

2.3.7 Activity Purposes

2.3.7 In Public or In Private

2.4 *The Suitable Way*

2.4.1 Collect and Discuss

2.4.2 Teachers' Explanations

2.4.3 Hints and Self-correct

2.4.4 Chinese or English

2.4.5 Face-saving

2.4.6 Depend on Error Source



2.5 *Students' Expectation*

2.5.1 Oral Correction

2.5.2 Written Correction

2.5.3 Benefit Individuals

2.5.4 Benefit Others

3. OTHER FINDINGS

3.1 *Four Basic Skills*

3.1.1 Listening

3.1.2 Speaking

3.1.3 Reading

3.1.4 Writing

3.2 *Other Issues*

3.2.1 Conversation

3.2.2 Vocabulary

3.2.3 Textbooks

3.2.4 Immersion of English

3.2.5 Classroom Setting

3.2.6 Educational System

