

Junior High School EFL Teachers ' Beliefs and Practices toward English Writing Teaching in CLT

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ABSTRACT

The purpose of this study is to discuss junior high school EFL teachers ' beliefs and practices toward writing teaching in CLT. The study was conducted in the form of a questionnaire, and involved 140 EFL teachers from 40 public junior high schools in the Changhua region of central Taiwan. One hundred and forty valid questionnaires were returned and analyzed statistically in conjunction with the interviews. It is hoped that by using both quantitative and qualitative research methods, a deeper understanding and more accurate insights concerning junior high school EFL teachers ' beliefs and practices toward writing teaching in CLT will be obtained. The results of the research indicated that (1) participants considered that sentence making, composition and Chinese-English translation should be part of the content of a writing teaching course and that elevating students ' interests in writing was the most important writing teaching goal; (2) junior high school EFL teachers ' beliefs in writing teaching were CLT-oriented; whereas their practices in writing teaching were not CLT-oriented; (3) junior high school EFL teachers ' beliefs and practices in writing teaching in CLT presented positive correlation; (4) participants considered that peer review is the most difficult teaching skill to apply in class and they seldom applied peer review in class; on the other hand, participants pointed out that they often applied reading combined with writing activity in class; (5) students ' mixed levels of English proficiency presented the biggest challenge that participants encountered.

Keywords : teachers ' beliefs and practices ; English writing teaching ; CLT

Table of Contents

Chapter I. INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Purpose of the Study.....	3
1.3 Significance of the Study.....	3
1.4 Research Questions.....	4
1.5 Organization of the Study.....	5
Chapter II. LITERATURE REVIEW	7
2.1 The Grade 1-9 Curriculum for English Teaching in Taiwan...	7
2.2 Communicative Language Teaching.....	8
2.3 The Influence of Writing on EFL Language Learners.....	10
2.4 The Development of ESL/EFL Writing Theory.....	11
2.4.1 Product-Oriented Writing.....	12
2.4.2 Process-Oriented Writing.....	12
2.4.3 Communication-Oriented Writing.....	13
2.5 The Application of CLT in Teaching Writing.....	15
2.6 Teachers ' Beliefs and Practices.....	18
2.6.1 A Review of Studies of Teachers ' Beliefs and Practices.	20
2.7 Summary.....	22
Chapter III. METHODOLOGY	24
3.1 Research Design.....	24
3.2 Participants	27
3.2.1 Questionnaire Participants	27
3.2.2 Interview Participants.....	27
3.3 Instruments	28
3.3.1 Questionnaire.....	28
3.3.2 Interview Questions	29
3.4 Pilot Study.....	29
3.5 Data Analysis.....	30
3.5.1 Analysis of the Questionnaire Data.....	30
3.5.2 Analysis of the Interviews.....	31
3.6 Summary.....	31
Chapter IV. RESULTS	33
4.1 Questionnaire Results.....	33
4.1.1 Background Information of the Participants.....	33
4.1.2 Teachers ' Beliefs toward Teaching English Writing.....	36
4.1.3. Teachers ' Beliefs toward English Writing Teaching in CLT.....	38
4.1.4 Teachers ' Practices toward English Writing Teaching in CLT.....	42
4.1.5 The Correlation between Teachers ' Beliefs and Practices toward English Writing Teaching in CLT.....	46
4.1.6 Difficulties Encountered in Teaching English Writing....	47
4.2 Interview Results	49
4.2.1 The Interviewees' Views of the Goals of English Writing Teaching.....	49
4.2.2 The Difficult Teaching Skills to Apply in an English Writing Class.....	50
4.2.3 Difficulties Encountered in Teaching English Writing....	51
4.3 Summary.....	55
Chapter V. DISCUSSIONS AND CONCLUSIONS	58
5.1 Junior High School EFL Teachers ' Beliefs toward Teaching English Writing.....	58
5.2 Junior High School EFL Teachers ' Beliefs toward Teaching English Writing in CLT.....	61
5.3 Junior High School EFL Teachers ' Practices toward Teaching English Writing in CLT.....	64
5.4 The Relationship between Teachers ' Beliefs and Practices toward English Writing in CLT.....	66
5.5 Difficulties Encountered in Teaching English Writing.....	67
5.6 Limitations of the	

Study.....	68	5.7 Implications and Suggestions.....	69
REFERENCES.....	73	Appendix A: English Competence Indicators.....	81
Questionnaire.....	85	Appendix C: Interview Questions.....	89
Questionnaire.....	90	Appendix D: The Interview Questions.....	95

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