父母英語學習態度與父母期望、參與及子女英語成就之相關
研究：以台北市萬華區大安區為例
Correlations of parental attitudes towards English learning with parental expectation, involvement and children's English achievement: A case study in Taipei's Wanhua and Da'an Districts

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中文摘要

本研究旨在研究父母的英語學習態度及父母英語學習態度對其子女的英語教育參與、期望以及子女的英語成就之相關。本文中的父母英語學習態度包含父母對英語學習的容易度感受以及對英語學習的整體感受。

本研究採立意取樣，共有三百名來自萬華區及大安區六所國小的六年級學生家長參與本研究之問卷作答，問卷所得資料以描述統計及皮爾遜績差相關法進行分析。學生的英語成就為教師提供之學生九十七學年度下學期的期末英語成績，標準化為 T 分數後進行分析。

本研究主要發現如下：

1. 整體而言，萬華區及大安區的父母英語學習態度大致相似。在英語學習的整體感受上，萬華與大安區的父母大致上都持有正面態度，但在英語學習的容易度感受方面，多數仍覺得學習英語是有困難的。而英語學習環境、練習環境以及應用環境是多數父母在學習英語的過程中最需要的；而聽力、口說、寫作以及文法則是父母認為最困難的部分。

2. 父母的英語學習態度與子女的英語成就間有顯著正相關。

3. 父母英語學習態度及父母對子女英語教育的期望間有顯著正相關。

4. 父母英語學習態度及父母對子女英語教育的參與間有顯著正相關外，父母的英語能力不足以及孩子對於英語的學習意願及動機是父母在參與孩子英語教育時的兩大重要困難。而父母的英語能力不足以及缺少時間是影響父母參與子女英語教育時的兩大重要因素。

根據本研究之研究結果，做出以下建議。有關當局及學校單位可提供父母英語學習機會，不但可提昇父母英語程度，更可以父母進一步因有能力而參與子女之英語學習。父母與學校老師間夥伴關係的建立可以幫助孩子的英語學習，父母有意義的參與子女學習對於子女學習幫助更大。此外，父母也可以創造與子女一起共學英語的機會，不僅可增加自身能力也可了解孩子的學習困難。
The aim of this study was to investigate parental attitudes towards English learning, and to investigate its correlations with (a) children’s English academic performance, (b) parental expectation of children’s English education, (c) parental involvement in children’s English education. Parental attitudes towards English learning in this study included (a) parents’ feelings of ease about English learning and (b) parents’ overall feelings about English learning.

The thesis considered a sample size of 300 parents of six graders from thirteen classes in six elementary schools in Taipei’s Wanhua District and Da'an District. The participants were asked to fill out the questionnaire, and their children’s English scores were provided by their teachers. Descriptive statistics and Pearson Correlation were used to analyze the questionnaire. Children’s English scores were standardized and transformed into T-scores.

The major findings of this study were as follows

1. Parental attitudes towards English learning were similar in Wanhua District and Da'an District. Parents had positive attitudes towards English learning but in whole, they considered that learning English is not easy. In addition, the environment to learn English, to practice English or to use English was what parents needed most during the process of learning English as a foreign language. Listening, speaking, writing, and grammar were the most difficult parts for parents to learn.

2. There was a positive correlation between parental attitudes towards English learning and children’s English academic performance.

3. There was a positive correlation between parental attitudes towards English learning and parental expectation of children’s English education.

4. Parental attitude towards English learning was positively correlated with parental involvement in children’s English education. In addition, when instructing their children’s
English schoolwork, most parents had the problems of their low English proficiency level, children’s lack of motivation and the lack of English learning environment for children. In addition, parents’ low English proficiency level and lack of time were two main factors that influenced parents’ involvement in children’s English education.

The results of the study suggested that English learning accesses and opportunities should be provided by government authorities or schools in order to promote parents’ English proficiency level and to get parents involved in their children’s English education. Second, the partnership between teachers and parents should be enlisted in children’s English education, especially meaningful involvement. Finally, for parents, they may create the opportunities for English learning by learning English with their children. Parents’ mature cognition may help facilitate children’s English education.
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1.1 Background and Motivation

The number of English speakers in the world and the role of English in today’s communication reveal both worldwide recognition of the English language and a global trend in learning English. According to a conservative estimate made by Crystal (1997), there are 400 million English mother-tongue speakers, 350 million people using English as a second language, and another 100 million studying it as a foreign language. Over 60 countries around the world use English as an official or semi-official language (Crystal, 1997). Furthermore, Krashen (2003) also defines the role of English in the world thus: “English has become the world’s second language, the world’s lingua franca.” (p. 100). It is now the main language in the fields of business, politics, scholarship, science, communication, pop music, advertising, sports, and even international competitions. The essential role of English in worldwide communication is the momentum for English continuing to prevail.

Inevitably, Taiwan is itself very much under the sway of English. The significance and popularity of English learning in Taiwan can be discerned through (a) the establishment of General English Proficiency Test (GEPT) held by the Language Training and Testing Center (LTTC), (b) the increasing importance of English credits and required English proficiency level in Taiwan’s higher education, and (c) the implementation of English education in the Nine-Year Integrated Curricula Reform. According to the LTTC, as of the end of 2008, more than 3.2 million people have registered for each level of GEPT for different purposes. GEPT scores are widely accepted by the public and are adopted by government agencies and private enterprises as a criterion for promotion, admission, hiring or other purposes as well. Furthermore, colleges and universities in Taiwan set the criterion of English proficiency level for placement, entrance, or graduation. For instance, National Taiwan University requires
students to obtain 550 points on the TOEFL-PBT test, 213 points on the TOFEL-CBT test, or to pass the High-intermediate level of GEPT or the level of six in IELTS for graduation requirement. Schools also provide required English credits for students to take. Freshmen in National Cheng Kung University and National Taiwan University have to take six required credits of English each semester in their first year in college. At National Taiwan University, new professors are also required to instruct courses in English in order to promote the position of the school within the global academic field and to advance students’ English ability.

The government emphasizes the importance of English not only in higher education but also in primary education. Before the announcement of the Nine-Year Integrated Curricula Reform in 1997, the age at which formal English instruction Taiwan was commenced was thirteen, that is, the secondary level. With the implementation of the Nine-Year Integrated Curricula Reform in 1997, the Ministry of Education officially incorporated English education into elementary school curriculum and enforced it in the fifth grade in the 2001 academic year. In addition, starting from 2005 academic year, the official age for receiving formal English education has further been reduced to the third grade in Taiwan.

While most countries start English education at secondary level, the Ministry of Education in Taiwan has lowered the age formal English education is received from the secondary to the primary level. According to Crystal (1997), the number of children studying English as an additional language at secondary level is larger than that at primary level. There are over 80 million children studying English at secondary level, and over 50 million students learning English at primary level. Therefore, while most countries start formal English education at the secondary level, this reform in Taiwan has aroused parents’ eagerness and desire to start their children’s English education early. Parents’ great eagerness for children’s English learning in Taiwan has been dubbed “English Fever” by Krashen meaning “the overwhelming desire to acquire English and to ensure that one’s children acquire English, as
a second or foreign language” (Krashen, 2003, p. 100). Under the strong influence of English Fever, more and more children are sent to the English-only kindergartens or cram schools to get immersed early in the whole English environment in Taiwan. On the other hand, school institutions such as kindergartens, cram schools, or language institutions advertise English-only classes or whole-English classes frequently. Worried parents send their children to English cram schools and anxious learners attend English institutions. It is easy to see the extent to which parents’ enthusiasm for their children to learn English has spread in Taiwan.

However, “English Fever” does not guarantee success in English learning in Taiwan. Parents’ enthusiasm for English learning does not reflect children’s achievement in English learning. The problems of Taiwan’s preschool and primary English education and the negative influences of English learning on younger learners have been widely investigated. For example, in an investigation of kindergartens in Taiwan, Chang, Chang and Lin (2002) state that most kindergartens in Taiwan have problems hiring qualified foreign teachers. In their study, Lu and Chen (2005) also discuss the problems of early childhood English education in Taiwan from the perspective of language policy. They observe that (a) a bilingual approach is generally adopted in kindergartens in Taiwan and is encouraged by parents, (b) kindergartens have to hire foreign teachers to teach English under the pressure of parents, (c) the bilingual approach adopted by most kindergartens has negative effects on children’s identification with their own society and native culture as well as their mental and physical health. Hence, prompted by discussion of such negative impact on young learners, in 2004, the Ministry of Education (MOE) announced that a measure barring kindergartens from hiring foreign teachers, or providing courses under the name of bilingual school, whole-English kindergarten or No-Chinese instruction in order to avoid the negative effects of English learning on young learners.

With regard to these problems in primary English education, Chiu (2007) concludes that there are four main problems in Taiwan’s primary English education. The problems are
related to problems of (a) teacher sources, (b) different policies in different cities and counties, (c) bridging the gap between different teaching materials and textbooks, and (d) discrepancies in the English proficiency of students. In his study, Chang (2006) goes further to state the problems facing English education at different levels in Taiwan. For example, (a) for preschool children, their parents start their English education at their early age; (b) for elementary school students, they are too busy taking the General English Proficiency Test to prove their English proficiency level; (c) junior high school students have the bipolar distribution of their English scores on the Basic Competence Test. Accordingly, some actions have been taken to reduce the negative impacts of English learning on learners. For example, the LTTC GEPT decided that test-takers under the age of 12 are not allowed to register for the GEPT in order to avoid the negative impact on elementary students of taking the GEPT. In addition, more research and investigation has been done in order to improve the quality of Taiwan’s primary English education.

The problems of current English education and the negative impacts of English learning on young learners in Taiwan trigger the discussion of successful factors in English learning for young learners. In the field of second language acquisition and learning, the factors for successful learning being discussed range from learners’ intrinsic factors such as motivation, anxiety, styles and strategies, to extrinsic factors like learning environment, culture, language policy and politics. However, the influence of parents and family on children’s English learning are seldom discussed in the field of second language acquisition and learning. From the perspective of sociology, as part of children’s socialization process, family plays the role as the earliest and highly influential social context for socializing all types of skills. In this respect, parents, the central figures in family, have great potential to shape children’s orientation towards achievement because they are the significant figures in children’s lives (Pomerantz, Grolnick, & Price, 2005).

Except for the importance of parents in children’s early education, parents are the main
figures in the family who take the primary responsibility for fulfilling educational functions as well. In Eshleman’s (1994), Schaefer and Lamm’s (1995), and Chen, Kao and Chang’s (2000) discussion of family functions, they all attest to the family’s function of transmitting a particular culture’s norms, values, language, and skills to children. This function is called the function of education in Eshleman (1994) and Chen, Kao and Chang (2000) or called the function of socialization in Schaefer and Lamm (1995). Children’s educational training at home is directly related to the success of training in the school. Thus, when it comes to children’s academic performance, parents play a significant role in children’s education as well as their lives.

With the considerable importance of family and parents in children’s education, studies indicate that learner’s academic performance has strong positive correlations with family background and parental factors. For example, family’s cultural capital, socio-economic status and cultural environment including income and household items are all positively correlated with children’s academic performance (e.g., Chang, 2005; Chen, 2004; Chen, 2007; Wang, 1990). Parental factors such as parental involvement and parental expectation have been proven to be positively correlated with children’s learning achievement as well (e.g., Gao, 2006; Jacobs & Harvey, 2001; Liu, 2006; Sattes, 1989). However, among parental influences, the relationships between parents’ affection and children’s academic performance go relatively undiscussed. Through the study of parental affection, it could be said to indirectly influence children’s achievement. For example, in Kaplan, Liu and Kaplan’s (2001) study, parents’ negative self-feelings modifies parents’ expectation for children and parents’ transmission of expectations to children. This study aims at investigating the correlation between parental affection and children’s achievement.

In this study, parents’ effect is examined in the context of their English learning and is named parental attitudes towards English learning. Parental attitudes towards English learning are elicited based on parents’ past or current English learning experience. According
to Sattes (1989), parents’ values about or attitudes towards school and learning help to
determine and shape their children’s attitudes. In addition, Zhou (2006) states that parents’
past learning experience is one of the factors that affect parents’ educational expectations on
their children. The correlation of parental attitudes towards English learning with children’s
English academic performance is investigated in this study in order to provide a new
perspective on the studies of children’s English achievement.

In addition, the correlations of parental attitudes towards English learning with parental
expectation of children’s English education and parental involvement in children’s English
education are also examined. The positive correlations of parental expectation and parental
involvement with children’s achievement are proven (e.g., Gao, 2006; Jacobs & Harvey, 2001;
Liu, 2006; Sattes, 1989). Thus, the correlations of parental attitudes towards English learning
with parental expectation and parental involvement are examined in this study as a possible
factor that influences parental expectations and parental involvement.

The study aims at exploring parental attitudes towards English learning and
investigating its correlations with (a) children’s English academic performance, (b) parental
expectation of children’s English education and (c) parental involvement in children’s
English education.

1.2 Purposes of the Study

The major purposes of the present study are to inspect parental attitudes towards English
learning and its correlations with (a) children’s English academic performance, (b) parental
expectation of children’s English education and (c) parental involvement in children’s
English education. The purposes of the study are specified as the following:

1. To explore parental attitudes towards English learning;

2. To investigate the correlation between parental attitudes towards English learning on (a)
   children’s English academic performance, (b) parental expectation of children’s English
education and (c) parental involvement in children’s English education.

1.3 Research Questions

Based on the purposes of this study, the following research questions are addressed.

1. What is the correlation between parental attitudes towards English learning and children’s English academic performance?

2. What is the correlation between parental attitudes towards English learning and parental expectation of children’s English education?

3. What is the correlation between parental attitudes towards English learning and parental involvement in children’s English education?

1.4 Definition of Terms

The following three terms used in this study are defined as follows:

1. Parental attitudes towards English learning: Fazio and Petty (2008) defined attitudes organized as a “mental structure” or a three-component model (p. 2). The three-component model also called ABC model is the most commonly used definition of attitudes in social science. In the ABC model, attitudes consist of three classes of information: affective, behavioral and cognitive information. A cognitive component refers to “the ideas and beliefs that an attitude-holder has about the attitude object”; a behavioral component consists of “one’s action tendencies towards the object” (Oskamp, 2005, p. 10). In the class of affective information or emotional component, an attitude consists of “feelings or emotions that people have in response to the object” (Fazio & Petty, 2008, p. 2). Oskamp (2005) further pointed out the evaluative aspect of attitudes; attitudes can be seen as a disposition to respond “in a favorable or unfavorable manner” to the given object and attitudes can be based on one’s behaviors and experience with the object (p. 9).
The study aims at investigating the correlations between parental affect and children’s achievement, parental expectation and parental involvement; thus, only the affective component of attitudes is discussed in this study. Parental attitudes towards English learning refer to feelings parents have that are aroused during the process of learning English as a foreign language. Parents’ feelings in this study generally concern (a) feelings of ease about English learning and (b) overall feelings about English learning such as a sense of achievement and happiness.

2. Parental expectation of children’s English education: Assessing parental expectation from children’s perception of parents’ expectation, Liu (2006) defined parental expectation as parents’ concerns about children’s current school work, learning situation, and future plans about their study and career paths. Zhou (2006) further differentiated parental expectation from parental aspiration. While the former refers to a person’s “action goal” which is what one’s real action in life, the latter refers to a person’s “ideal goal” which is what one would like to achieve.

In this study, parental expectation indicates parents’ real actions and requirement about children’s current English school work, learning situation and future plans for studies and career.

3. Parental involvement in children’s English education: Pomerantz et al. (2005) referred to parental involvement as “parents’ provision of important resources to their children” (p. 261). Parental involvement is composed of the ways that parents (a) participate in children’s school activities, (b) work on schoolwork with children at home, (c) talk about children’s school days with them, (d) take part in children’s learning experiences and (e) convey their interest in more affective ways such as showing interest in children’s learning and indicating their excitement about children’s successes.

In this study, Pomerantz et al. (2005) definition of parental involvement are adopted. As for the means by which parental involvement is undertaken, parents’ (a) participation
in children’s school activities, (b) working with schoolwork with children at home and (c) taking part in children’s learning experiences are all included in this study.

1.5 Significance of the Study

English learning in Taiwan especially at the primary level is so significant and popular but does not seem to be as effective as expected. Thus, the discussion of parents’ influences on children’s English achievement is important because of parents’ close relationships with children. This study aims at investigating parental attitudes towards English learning especially the affective domain of parental attitudes on children’s English achievement. The study can be served as an exploratory study when studying the relationship of parental effect on children’s English academic achievement. In addition, the results of the study can be taken as future research direction when investigating the factors that influence parents’ expectation of children’s English education and parents’ involvement in children’s English education as well.

Furthermore, parents’ responses to the open-ended questions can illustrate parents’ problems regarding English learning and reasons for and against parents’ being involved in children’s English education.
Chapter Two provides a review of literature from five angles. Those being: (a) English teaching and learning in Taiwan, (b) family background and parental background, (c) parental attitudes and related studies, (d) parental expectation and related studies, and (e) parental involvement and related studies. This chapter first deals with problems surrounding English education; myths of English teaching and learning, and difficulties facing English instruction and learning in Taiwan. Second, the significant role of family and parental background and related studies into family background and the background of parents in children’s achievement are described. Third, the definitions of attitudes and the research studies related to parental attitudes are discussed. Fourth, the definitions of parental expectation and its related studies are mentioned in this part. Finally, the importance and classification of parental involvement and its related research studies are discussed.

2.1 English Teaching and Learning in Taiwan

Recently, English education in Taiwan has been reviewed from different perspectives; suggestions and implications have also been provided to improve learners’ English proficiency in Taiwan. In this section, the problems facing English education, the myths and difficulties of English teaching and learning are presented.

2.1.1 Myths and difficulties facing English learning and teaching in Taiwan

To improve learners’ English proficiency in Taiwan, the efforts have been made and a great deal of research into English teaching and learning has also been undertaken. However, there are myths and difficulties associated with English teaching and learning in Taiwan. For example, when discussing the English learning environment in Taiwan, Su (1998) dispelled
the myth that Taiwan’s English learning environment is the context of English as a second language (ESL). After taking Taiwan’s English education objectives, learning environment, and learners’ motivation into consideration, Su concluded that the English learning in Taiwan remains firmly in the context of English as a foreign language (EFL), and thus children’s English education in Taiwan should not be carried out under the name of bilingual education. Further, in the discussion of English teaching, Liang (2003) listed seven major myths of English teaching in Taiwan’s formal English education. These being the myths that (a) teachers should at all times keep up with a given teaching schedule (b) what teachers have taught in class is equal to what students have learned in class (c) teachers’ competent ability in English guarantees them the ability to teach English (d) English is declarative knowledge, in other words information consisting of facts, concepts and ideas (e) learning English entails learning English grammar only (f) English should be learned by translating into Chinese, and (g) errors should be corrected immediately. In her book, Liang (2003) observed the myths which exist in normal English education in Taiwan and provided her own suggestions.

Writing from the perspective of a parent, in her book (2003), Chang (with a daughter studying in an entirely English speaking kindergarten) outlined the myths and difficulties that she observed and encountered in the “whole-English” program. For example, parents are under the impression that sending children to the whole-English program ensures that children acquire a native-like accent, get immersed in a foreign environment, and even pursue higher social status in society. Besides parents’ myths regarding such English-only programs, children also suffer from learning difficulties when studying on whole-English programs. In Chang’s (2003) book, her daughter, Hannah, encountered learning difficulties when learning Chinese, which is her mother tongue, at the same time as her English learning was suffering negative impact while studying on the whole-English program. For instance, her daughter held negative attitudes towards her own native language and culture, and did not even enjoy learning her mother tongue. Thus, due to the interference of the target language in her native
language, she encountered learning difficulties when studying Chinese. Furthermore, the high expectations of parents where English education is concerned makes children refuse to learn English on whole-English programs. As both a parent and a professor, Chang (2003) concluded that (a) there is no so-called critical period for learning English; (b) native-accent and fluency do not guarantee English proficiency; (c) young learners are not always faster learners when learning a foreign language; (d) foreign English teachers are not always qualified teachers; (e) whole-English programs have negative effects on young learners’ comprehension of native language and culture; (f) for parents, sending children to whole-English kindergartens is not equivalent to emigration to America or higher social status in Taiwan; and finally (g) the qualifications of whole-English kindergartens should be examined more cautiously and carefully by government authorities.

2.1.2 Problems of English education in Taiwan

As for English education in Taiwan, problems are proposed by many scholars in order to improve the quality of English education in Taiwan especially after the implementation of English education in primary schools. For example, Tsao (2004) stated that learners in Taiwan cannot put what they have learned in class into practice, and students of higher education cannot read English materials or textbooks by themselves. He further proposed that in Taiwan, (a) the current curriculum design are incapable of meeting society’s requirement for advance English learners, (b) there is a gap between language learning theories and real teaching methods in the classroom, (c) the traditional teaching methods of reading skills cannot develop the ability of learners to read by themselves, and (d) the criteria of exams cannot reflect learners’ actual needs for English. Finally, from the perspective of language planning and education planning, Tsao (2004) suggested that government authorities or schools should aim at developing learners’ self-reading abilities and further develop the materials that are suitable for learners’ self-reading.
Moreover, along with the policy of reducing the age at which formal English education is received in Taiwan, problems for English teaching and learning in elementary schools are emerging. Starting from 1968, formal English education in Taiwan was required in the first year in junior high school: the age of thirteen. After the 2005 academic year, the age at which formal English education is first received was reduced to the third grade in elementary school. After the policy had been implemented for a number of years, many scholars started to examine and evaluate the effects of compulsory English education in elementary school from different perspectives.

From the perspective of elementary English teachers, Chen (2002) first presented the teaching problems and difficulties that they have been encountered in classroom. Chen (2002) interviewed elementary English teachers and summarized the difficulties that they have faced and problems that they have to overcome in the process of teaching English in elementary schools in Taiwan. The problems are that (a) there is a striking discrepancy in learners’ English proficiency levels, (b) parents misunderstand the distinction between EFL and ESL learning environments in Taiwan, (c) the teaching resources in cities and rural areas are discrepant, (d) current English teaching material and activity designs are not adequate and appropriate, (e) learners lack motivation in English learning, and (f) there is no specific facilities for English teaching such as English classroom, laboratory or related equipment. In order to provide more effective teaching, in Chen’s (2002) study, the teachers suggested that (a) the number of students in each classroom should be decreased, (b) the number of English class hours on the class schedule should be increased, (c) English class should be classified according to learners’ proficiency levels, (d) the age for receiving formal English education should be lowered to the first or second grade, and (e) the access for teacher cultivation should be multiplied.

Other problems related to Taiwan’s elementary English education are mainly discussed in three domains: the sourcing and qualification levels of teachers, curriculum design and
teaching materials, and English learning environment in elementary school. When discussing teachers’ qualification and cultivation, the problems are related to the issues of (a) the qualifications of elementary English teachers, (b) the institutions responsible for the cultivation of elementary English teachers, (c) the shortage of elementary English teachers in rural areas, and (d) the selection the best-qualified teachers (Chen, 2002; Chen & Liao, 1998; Cheng, 2000; Wu, 1999; Yang, 2004). As for curriculum design and teaching materials, they are mainly related to (a) the selection of textbooks and teaching materials, (b) the application of teaching materials in classroom contexts, (c) the development of authentic materials or textbooks for Taiwan’s English learning context, (d) the ways of evaluating and assessing learners’ language ability, and (e) filling the gap of teaching materials between elementary English education and junior high and even senior high school English education (Chen, 2002; Chen & Liao, 1998; Cheng, 2000; Wu, 1999; Yang, 2004). Finally, the problems of Taiwan’s English learning environment are related to (a) the class hours of official English classes per week, (b) the lack of specific English classroom and facilities, and (c) the creation of English learning environments for learners (Chen, 2002; Cheng, 2000; Wu, 1999). Altogether these comprise the commonly mentioned problems of elementary school English education.

On the other hand, coming from a sociological perspective, Xu (2003) discussed Taiwan’s English education in terms of social class. She claimed that family background, the economic status of parents, and cultural capital that parents provide for children are the factors that affect children’s learning in English and cause the discrepancy of English ability between cities and rural areas.

2.2 Family Background and Parental Background

Family is not only the environment for children to develop their cognitive skills in early stages, but also the most dominant social context in young children’s lives (Gauvain, 2001), and parents are “the significant others” in the minds of children and teenagers, and act as a
“reference group” in their process of growing up and learning (Chen et al., 2000, p. 111). In this section, the importance of family and parents’ background and their related studies are reviewed.

2.2.1 The importance of family background and parental background

From a sociological point of view, family plays the significant role as the earliest and most highly influential social context for socializing all types of skills in children’s development of socialization. Therefore, family does have a great deal of influence on children’s development. Family serves a diverse range of functions for children in their early stages of development especially the function of education and that makes family exert great influences on children’s academic performance. In the study of sociology, Eshleman (1994) first stated seven functions of family; those being the functions of (a) economics, (b) prestige and status, (c) education, (d) protection, (e) religion, (f) recreation, and (g) affection and procreation. In Schaefer and Lamm’s book (1995), six further functions of family are presented, namely: (a) reproduction, (b) protection, (c) socialization, (d) regulation of sexual behavior, (e) affection and companionship, and (f) providing of social status. In their book, Chen et al. (2000) concluded seven functions of family: functions of (a) biology, (b) psychology, (c) economy, (d) politics, (e) education, (f) recreation and (g) religion. Although these functions are given different names, they share similar meanings and ideas. Among the functions, the function of education is composed of the development of personal behavior, personality, attitudes, norms, values and culture. Chen et al. (2000) further specified the influences of family on children. Family has influences on (a) children’s development of personalities and behaviors, (b) children’s acquisition and development of language, (c) children’s value systems, and (d) children’s learning experience in school. Among these influences, children’s learning experience in school may be the factor that affects children’s future success or failure in their subsequent academic performance, social and life adaptation.
Moreover, Eshleman (1994) proposed that family and educational systems supplement each other in the process of conveying cultural values, norms and skills. Zhou (2006) also declared that family provides children who are six to twelve years old with opportunities to develop their literacy skills; shape their values and norms; learn the role of genders, as well as giving them the right environment in which to complete their schoolwork. Thus, the significance of the role played by the family in children’s learning, education and development is evident, and likewise the importance of parents, who are the main caretakers in family, is also considerable.

According to Pomerantz et al. (2005), parents contribute to children’s motivation for achievement by aiding children in satisfying their psychological needs to feel competent, autonomous, related and purposeful. Further, Guthrie (2003) also proposed that most experts still hold the belief that the way parents raised children had profoundly impact on children’s emotional, cognitive, and behavioral development. In children’s development and education, parents as well as the family play significant roles.

2.2.2 Research on family background and parental background

The positive correlations of family background and parental background with respect to children’s academic performance have been proven. Family background in these studies includes family-cultural environment (e.g., Wang, 2000), family learning environment (e.g., Chen, 2004; Chen, 2007; Hung, 2007; Li, 2004); parental background such as parents’ socio-economic status (e.g., Chen, 2004; Chung, 2003; Liu, 2006; Pan 2002; Wang, 2000), parents’ education level and occupation (e.g., Chen, 2007; Wang, 2000), with parents’ English proficiency (e.g., Chang, 2004) also being discussed.

When discussing the relationship between family background and children’s English achievement, Wang (2000) defined family-cultural background as (a) family facilities and appliances that facilitate children in their learning of English, (b) family members’ interaction
with children in English, and (c) parenting styles. In her study, Wang (2000) found that family-cultural background especially family members’ interaction with children in English positively correlated with elementary school students’ English achievement and English learning methods. Likewise, Chen (2004) also proposed that learners with a better family environment for English learning perform better than those with poor family environments for English learning. Chen (2004) investigated seventh graders’ English proficiency discrepancy and their family background, and in her study, family environment for English learning was composed of (a) verbal communication in an English context between parents and children, (b) parental expectation referring to parents’ desire for their children’s English competence, (c) parents’ values which is parents’ cognition and demanding for their children’s English learning, and (d) parental assistance in children’s English learning. The positive correlations between family environment and children’s learning achievement are verified in these papers.

With respect to parental background, the effects of parents’ educational level, occupation and socio-economic status on children’s achievement are most widely discussed. For example, parents’ socio-economic status had positive correlations with children’s learning achievement (Chen, 2004; Chung, 2003; Liu, 2006; Pan 2002; Wang, 2000). Children also perform better when their parents have higher levels of educational and occupation (Chen, 2007; Wang, 2000). In Chang’s (2004) study of gifted students’ English education at home, she concluded that parents’ English proficiency affects children’s English learning at home. The studies show how parental influences relate to children’s achievement.

2.3 Parental Attitudes

Parents’ attitudes or affection are important because they may have impacts on parents themselves as well as on their children. Based on Pomerantz et al. (2005), children’s orientation towards achievement is enhanced when parents satisfy children’s psychological
needs, namely the needs to be competent, autonomous, related to others and purposeful. In addition, when investigating the role of parents in how children approach achievement, Pomerantz et al. (2005) proposed three distinct strands of research. The three modalities investigate (a) the influence of parenting practice called parents’ actions or behavior, (b) parents’ perceptions of children’s competence called parents’ cognition, and (c) parents’ affect. In Oskamp’s (2005) book, he proposed that parents hold great power in shaping children’s attitudes. Thus, children’s attitudes are probably a combination of their own experience with the world and what they have learned or heard from their parents. Furthermore, Oskamp (2005) stated that an attitude can be considered the cause of a person’s behavior toward another person or an object.

With respect to the importance of parental attitudes or their effect on children’s language learning and attitudes towards the target language, the research results are evident as well. Bartram (2006) found that parental attitudes are important, for they help parents to construct children’s understanding of language importance, utility and status. Likewise, in Freeman and Long’s (1991) book, they stated that learners’ attitudes towards the target language and learners’ success in the target language are directly related to parents’ attitudes towards the target language. The factors that influence learner’s attitudes towards the target language are parents, peers, learning situation, teachers, and ethnicity. Freeman and Long (1991) further stated that although learners’ attitudes have an important but indirect effect on second language acquisition, learners’ positive attitudes towards the target language and speakers of the target language are related to second language acquisition success. Parents’ attitudes towards learning are important, for what parents experience in life may influence the ways of their parenting and then influence their children’s achievement.

**2.3.1 Definition of attitudes**

The way in which attitudes are defined alters depending on the purposes of different
researchers. Oskamp (2005) provided the most detailed and complete definitions of attitudes. In Oskamp’s (2005) book, he summarized the different definitions of attitudes which include “attitude as a mental set or disposition, attitude as a readiness to respond, the physiological basis of attitudes, their permanence, their learned nature, and their evaluative character” (p. 7). He further summarized the features of these definitions of attitudes: readiness for response, driving force of attitudes, relatively enduring nature of attitudes, and the evaluative aspect of attitudes. Moreover, attitudes have three important components. In Oskamp (2005), the three components, alternatively called the ABC model included: (a) a cognitive component which is the attitude-holder’s ideas and belief in the attitudes object, (b) an affective or emotional component which refers to the feelings and emotions one has towards the object, (c) a behavioral component consisting of one’s action tendencies toward the object. In Pan’s (2002) study of primary school students’ English learning attitude, she separated English learning attitudes into five categories, attitudes towards (a) English courses, (b) English teachers, (c) English homework, (d) persistent studying, and (e) active studying.

2.3.2 Research on parental attitudes and children’s achievement

While investigating the influences of parents on children’s development or achievement, most studies center on parents’ cognitive and behavioral influence such as parental expectations (e.g., Liu, 2006), parental involvement (e.g., Gao, 2006; Liu, 2006) or parental assistance (e.g., Chen, 2004) instead of parents’ affective influence on children. However, the effect of parents may influence parents’ themselves as well as their children (e.g., Bartram, 2006; Eccles, 2005; Kaplan et al., 2001), and parents’ effect in any past learning experience may also be important (e.g., Sattes, 1989; Zhou, 2006). For example, Kaplan et al. (2001) investigated the influence of parents’ self-feeling and expectations on children’s academic performance. They found that parents’ expectations for children and the transmission of those expectations to children may be modified by how parents feel about themselves. Thus, how
parents feel about themselves affects their own expectation on children. In Bartram’s (2006) study of children’s perception of parents’ attitudes, there are associations between parental attitudes and learners’ attitudes. For some children, connections may be made between parental experience or behaviors with their own language attitudes. Bartram (2006) further found that when parental attitudes are perceived as positive, these positive attitudes appear broadly mirrored in their children’s orientations. Further, Bartram (2006) concluded that parents help to construct their children’s understanding of language importance, utility and status. Under the influence of parental attitudes on children’s development and achievement, the survey of parental attitudes and affect is inevitably necessary.

However, while examining learning attitudes or learning experiences, most studies put focuses on learners themselves instead of parents (e.g., Chang, 2005; Ho, 2004; Pan, 2002). For example, in Pan’s (2002) study of primary school students’ English learning attitudes, the findings suggested that students from higher socioeconomic status families have better learning attitudes, persistent study and active study; in addition, learners’ family socio-economic status can predict learner’s attitudes towards English courses, teachers, and homework effectively. Moreover, most studies related to learning experience focus on the time when students are starting their English education instead of the learners’ affective domain. For example, Ho (2004) concluded that learners’ early initiation of English learning has significant effects on learner’s English learning in junior high school. In her study Chang (2005) also mentioned that students who start to learn English between the ages of zero and three surpass those who start English education in junior high in listening learning. Although the studies about parental effect in English learning experience are relatively few, they need to be borne in mind. For example, Sattes (1989) stated that parents’ attitudes are rooted in their experiences at school. Although these attitudes are not likely to change easily, they can be changed with intervention. In this way, when discussing the influences of parents on children’s achievement, parental attitudes towards English learning cannot be neglected.
2.4 Parental Expectation

The importance of parental expectations of the achievements of their children can be seen from the research results. For example, according to Zhou (2006), parental expectation is significant because it influences not only parents’ expectations on their children’s academic achievement but also children’s own educational expectations of themselves. In Johnson, McGue, and Iacono’s (2007) study about how parenting influenced children’s school achievement, they suggested that “parents may tend to try to provide their children with equal opportunities for education” and parents’ expectations of educational attainment may be their expectation of their children’s eventual educational attainment (p. 203). Therefore, when talking about the influence of parents on children’s academic achievement, we cannot ignore the significance of parental expectations.

2.4.1 Definition of parental expectation

The definitions of parental expectation vary in different studies according to the objectives of different studies. From the macro view, parental expectation is parental cognition, which refers to parents’ thinking about children (Pomerantz et al., 2005), and it can also describe the way in which parents perceived the competence of their children. In Liu’s (2006) study, parental expectation referred to parents’ concerns about children’s current school work, learning situation, and future plans about their study and career.

Furthermore, some studies differentiate between parental expectation and parental aspiration. For example, Zhou (2006) proposed that while parental aspiration refers to a person’s “ideal goal”, parental expectation refers to a person’s “action goal” (p. 374). A person’s “ideal goal” is what one would like to achieve, and a person’s “action goal” is one’s real action in life. Carpenter (2008) differentiated parental expectations from parental aspirations as well. In Carpenter’s (2008) study, parental aspiration was regularly defined as
the “desire a parent holds about his or her child’s future level of achievement, as opposed to a belief in the child’s likely future achievement” (p. 165). Although parental expectation is defined and termed in various different ways in different studies, it can be explained as parents’ concerns about children or what parents ask children to achieve.

2.4.2 Research on parental expectation and children’s achievement

The link between parental expectations and children’s achievement is examined by researchers in different ways. Although few studies failed to prove the positive correlation between parental expectations and children’s academic achievement (e.g., Carpenter, 2008), the findings in most studies appeared quite consistent (e.g., Hossler & Stage, 1992; Jacobs & Harvey, 2005; Liu, 2006; Urdan, Solek, & Schoenfelder, 2007). For example, when studying a sample of Australian students, Jacobs and Harvey (2005) found that parental expectation is one of the strongest predictors of students’ success. Academically successful students are likely to come from the family in which parents have a high educational background and high expectations for their children. In Liu’s (2006) study of students’ English learning achievement, she also mentioned that there is a positive correlation between parents’ expectation and students’ English learning achievement. Likewise, in Urdan’s et al. (2007) study, they concluded that children have high achievement and high perception of competence only when their parents also expect them to do well in school and have high perception of their competence. When studying high school students’ postsecondary aspirations, Hossler and Stage (1992) indicated that parents’ education level and expectations contribute significantly in explaining students’ postsecondary aspirations. Despite the fact that Carpenter’s (2008) study of Latino students of immigrant families suggested that parental expectations proved not to be a significant predictor of student achievement, the positive correlation between parental expectation and children’s academic achievement is still evident.

Given that parental educational expectation shows to influence children’s academic
achievements, the factors that shape parental expectations are important but remain relatively undiscussed. In Zhou’s (2006) book, he listed six factors that may shape parental expectations. The factors are (a) parents’ socioeconomic status, (b) educational levels of parents, (c) gender of children, (d) parents’ race, (e) children’s competence and academic achievement, and (f) parents’ past learning experience in school. In Kaplan’s et al. (2001) study, they found that parents with higher levels of education and higher negative self-feelings place higher expectations on their children and force their children to perform precisely as they demand. Räty (2006) also found that parents’ assessments of their children’s academic competencies and abilities structure their expectations on children’s future education. In Johnson’s et al. (2007) study, findings suggested that offspring characteristics had more influence on parental expectation of educational attainment than they did on offspring engagement or performance. The studies about the factors that influence parental expectation are far from numerous but the correlation between parental attitudes and parental expectation is less.

2.5 Parental Involvement

Among parental influences, parental involvement is particularly beneficial and the most direct way of facilitating children’s academic performance. There is growing awareness of the importance of involving parents in children’s education. For instance, in Taiwan, from the first semester of the 2001 academic year, the MOE asked every primary school to initiate parental involvement programs as part of the school schedule.

The role of parental involvement in children’s academic performance is vital in several ways. Based on Pomerantz et al. (2005), parental involvement has the potential to enhance children’s achievement because it can (a) help children to build skills that facilitate their feelings of competence, (b) foster feelings of closeness between parents and children, and (c) support children in regarding themselves as purposeful since they are engaged in valuable activities. Furthermore, from a sociological perspective, Zhou (2006) recognized the
significant role of parental involvement because it helps to (a) develop the foundation of children’s learning in early stages, (b) enhance children’s academic achievement, (c) establish good communication between school and family, (d) increase parents’ satisfaction with school, and (e) force parents to take responsibility for children’s education. Thus, in the discussion of parental influences on children’s achievement and academic performance, parental involvement is essential and important.

2.5.1 Definition and classification of parental involvement

In a study of the strategies used by Chinese parents to support English language learning, Gao (2006) defined parental involvement as manners of behavior that parents have in reaction to children’s language learning. Gao’s (2006) definition of parental involvement emphasized the behavioral aspects of parental influences. In Pomerantz’s et al. (2005) study, parental involvement referred to “parents’ provision of important resources to their children” (p. 261). They further classified the types of parental involvement, those being: parents’ (a) participation in children’s school activities, (b) facilitation of children’s school work at home, (c) talking with children about their days at school, (d) involvement in children’s learning experience, and (e) affective ways of showing their interest in children’s learning such as showing excitement about children’s successes. In Urdan’s et al. (2007) study, parental involvement took the form of (a) supervising homework, (b) actively selecting schools for children, and (c) reading with children. Moreover, Fehrmann, Keith and Reimers’ (2001) proposed that parental involvement integrate ways of parents’ (a) expectation of school performance, (b) verbal encouragement or interactions regarding school work, (c) direct reinforcement of improved academic performance, (d) general academic guidance and support, and (e) influences on children’s plans after high school. Among these definitions and ways of parental involvement, besides the behavioral aspect which is the most common mentioned in parental involvement, the affective and cognitive domains of parental
involvement are encompassed as well.

2.5.2 Research on parental involvement and children’s achievement

The positive correlations between parental involvement and children’s academic performance have been proven completely (e.g., Fehrmann et al., 2001; Liu, 2006; Sattes, 1989). For example, Sattes (1989) proposed that high levels of parental involvement have greater effects on children’s learning and achievement especially meaningful parental involvement which is the most ideal parental involvement in children’s learning and has greater effects on children’s achievement. Sattes (1989) specified meaningful involvement as involvement from which parents can see a direct benefit to and impact on their children. Thus, in her study, Sattes (1989) concluded that parents may respond more positively to children’s studying if they knew something that was understandable, fun and possible to do. In Fehrmann’s et al. (2001) study of home influences on school learning, they proposed that increased parental involvement contributes to higher grades; thus, parents have an important influence on students’ learning as well as on their grades. In addition, the effects of parental involvement are especially stable at elementary level. When studying the relationships between parental involvement in schooling and Taiwanese children’s results, Hung (2007) suggested that besides family social status, and family learning environment, parental involvement is related to children’s academic achievement; the findings suggested that schools should involve parents more intimately in taking responsibility for their children’s education. The positive correlations of parental involvement with children’s achievement are proven conclusively.

Other research into the cultural differences in relationships between parental involvement and children’s achievement has been conducted (e.g., Gao, 2006; Pan, Gauvain, & Cheng, 2006). Gao (2006) assessed the effects of parental involvement on Chinese parents and found that Chinese parents’ involvement have a deep impact not only on Chinese
students’ language learning attitude and motivation but also on the participant’s strategy use and learning beliefs, which are crucial to learner’s development. In Pan’s et al. (2006) study regarding mathematics learning, the conclusion reached is that compared to American parents, Chinese parents have higher expectations of their children’s academic achievement and that motivates parents to get more involved in their children’s academic learning and mathematics skills.

As for the factors that influence parental involvement, they are relatively few in number. In Zhou’s (2006) book, he listed six factors that influenced parental involvement. The factors are parents’ socio-economic status, gender, educational level, race, expectations in children’s education and others. The study examines the correlations of parental attitudes towards English learning on parental involvement.
This chapter illustrates how the study is designed and conducted. There are six parts making up this chapter. Part One presents the overall design of this study. Part Two explains the background of participants and how participants are chosen for the study. Part Three introduces the instrument used in this study. Then, the results and procedures of the pilot study are presented in Part Four. The detailed procedures of the whole study are incorporated in Part Five. Finally, the statistical methods used for data analysis in this study are explained in Part Six.

### 3.1 Research Design

This study aimed to explore parental attitudes towards English learning and to investigate its correlations with children’s English academic performance, parental expectation of children’s English education and parental involvement in children’s English education. The research design was as follows:

![Diagram of research design](image)

*Figure 3.1. Research design of the study.*
3.2 Participants

The study explored parental attitudes towards English learning from the perception of parents themselves. The participants were 352 parents of the sixth graders in Wanhua District and Da'an District in Taipei City and there were 300 valid questionnaires in total. Three elementary schools in each district and two classes in each school were recruited in this study. After deleting all incompletely filled questionnaires and any questionnaires not filled in by parents, the valid questionnaires numbered 300. In total 152 questionnaires were collected in Wanhua District with a return rate of 91% \((N = 167)\). In Da'an District 160 questionnaires were collected and the return rate was 86.5% \((N = 185)\). The total return rate was 88.6% \((N = 352)\). Table 3.1 showed the number of participants in each district.

Table 3.1

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<th>Number of Participants in the Two Districts</th>
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<td>Wanhua District</td>
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<td>Shuang Yuan</td>
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<td>Total</td>
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<td>Da'an District</td>
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<td><strong>School</strong></td>
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<td>Da An</td>
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<td>Gu Ting</td>
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<td>Total</td>
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</table>

The participants were chosen for the following reasons. First, after consultation with elementary school English teachers, the parents of sixth graders in Taipei City were selected.
Since sixth graders in Taipei City have learned English in school for at least three years since they were in the third grade, their parents should have more experience in instructing and getting involved in their English schoolwork and education. Second, the parents of sixth graders were chosen to ensure that all the participants have English learning experience. Most of them had received formal English education in junior high school since the Taiwanese government implemented English education programs in junior high schools from 1968 onwards; they were thus able to respond to questions about parental attitudes towards English learning.

Finally, as for the reasons behind selecting Wanhua and Da'an Districts in Taipei City, the discrepancy in household income and educational level between the two districts was the main factor. According to statistics data sourced from the Department of Budget, Accounting and Statistics in Taipei City Government in 2007, the number of people possessing college education level or above was highest in Da'an District and lowest in Wanhua District. That is, residents in Da'an District had higher education level than residents in Wanhua District. Furthermore, when referring to household income, Wanhua District had the highest percentage of people with the lowest family income, namely NT 521,008 per year. On the contrary, Da'an District had the highest percentage of people with the highest family income, which was NT 2,408,287 per year. The discrepancy in these districts may cause discrepancy in parents’ background or their social-economic status. Due to such discrepancy in parents’ background, the study aimed at exploring parental attitudes towards English learning in these two districts and any subsequent correlations with children’s English academic performance, parental expectation of children’s English education and parental involvement in children’s English education.

3.3 Instruments

In this study, the main instrument was the questionnaire for parents, with children’s
English academic performance being focused on in the study. The questionnaire was used to elicit not only parental attitudes towards English learning but also parents’ expectation of English education and parents’ involvement in children’s English education. The questionnaire included four sections, namely, (a) demographic information, (b) parental attitudes towards English learning, (c) parental expectation of children’s English education, and (d) parental involvement in children’s English education. The designs of the four parts were specified as follows.

Children’s English academic performance in this study was represented by their English final scores in the fall semester of the 2008 academic year. Due to different scoring policies in different classes, schools and even districts, the scores were standardized and transformed into T scores before analyzed in this study.

3.3.1 Demographic information

The questionnaire started with parents’ demographic information. There were six questions regarding parents’ (a) gender, (b) education level, (c) occupation, (d) relationship with learners, (e) time starting learning English, and (f) total time of receiving formal English education.

3.3.2 Parental attitudes towards English learning

In this section, parental attitudes towards English learning were elicited by a thirteen-item five-point Likert scale and one open-ended question. Based on Oskamp (2005), there were five ways of studying attitudes: description, measurement, polls, theories and experiments. The study aimed at quantifying and scaling attitudes so Likert’s scale was used in this study to measure parental attitudes towards English learning.

The five-point Likert scale was graded with comments of strongly agree 5, agree 4, no comment 3, disagree 2, strongly disagree 1. The higher the score; the more positive the
statement. There were thirteen items including two factors: feelings of ease about English learning and overall feelings about English learning. Questions 1 to 9 were questions about parents’ feelings of ease about learning English and English skills such as listening, reading, speaking, writing, grammar, pronunciation, culture and vocabulary. Parents were asked whether it was easy to learn these English skills or not. On the other hand, Questions 10 to 13 were related to parents’ overall feelings about English learning including feelings of achievement, fun, happiness and the like. Question 14 was an open-ended question. It ran as follows: “According to your past or current English learning experience, what is the most difficult part of English learning for you? Or what assistances or resources do you need most during the process of learning English?”

3.3.3 Parental expectation of children’s English education

Following the scale of parental attitudes was another scale used to measure parents’ expectation of children’s English education. Based on Liu’s (2006) and Chen’s (2004) questionnaires in their studies, a ten-item five-point Likert scale ranging from always 5, usually 4, sometimes 3, seldom 2, to never 1 was designed. The higher the score was, the higher the parental expectation was. The questions were about parents’ actual actions and requirement in children’s (a) current school work, (b) learning situation and (c) future plan for studies and career.

3.3.4 Parental involvement in children’s English education

The final part of the questionnaire including twelve items in a five-point Likert scale and two open-ended questions were used to explore parental involvement in children’s English education. The twelve-item five-point Likert scale with responses of always 5, usually 4, sometimes 3, seldom 2, and never 1. The higher the score was, the more involvement parents had. The questions in the scale were based on Chang’s (2005), Chen’s (2004) and Liu’s (2006)
questionnaire in their studies. In general, the scale included parents’ participating in children's school activities, parents’ working on schoolwork with children at home, and parents’ taking part in children’s learning experiences.

There were another two open-ended questions about parental involvement in children’s English education. They were (a) “When instructing or facilitating children’s English schoolwork, what kinds of difficulties have you encountered and what resources or assistance do you need?” and (b) “What are the factors that decide whether or not you get involved in children’s English schoolwork?” The complete questionnaire in formal study is included in Appendix C while the English version of the formal questionnaire is included in Appendix D.

3.4 Pilot Study

As part of this study, a pilot study was conducted with 41 parents of six graders in Xisong elementary school in order to test the reliability and the face validity of the three scales of parental attitudes, parental expectation and parental involvement. In addition, parents’ responses to the three open-ended questions were also examined to ensure the face validity, which was done to ensure that the meanings of the questions were understood completely. The complete questionnaire for pilot study is in Appendix A while the English version of the questionnaire is included in Appendix B.

As for the reliability of the pilot study, Cronbach α was adopted to test the reliability of the three scales. The three scales all had high reliability and the Cronbach α value were .862 for parental attitudes towards English learning, .967 for parental expectation of children’s English education and .901 for parental involvement in children’s English education.

For the pilot study, the scale of parental attitudes towards English learning consisted of twenty items including three parts, namely, learning difficulty in English, affective feelings in learning English and transmission of learning experience to children. After the proposal oral defense, considering the objectives of the study and the suggestions of committee member
and advisors, the part, transmission of learning experience to children, was deleted. The items deleted were Questions 14, 17, 18, 19, 20 in the Questionnaire for pilot study (See Appendix A). The other two parts, learning difficulty in English and affective feelings in learning English, were changed into the name of the feelings of ease about English learning and the overall feelings about English learning. Items 15 and 16 in the pilot study were combined as one item, Question 13 in the formal questionnaire. Furthermore, the wording of parental attitudes towards English was changed as well. Any negative descriptions of statements were deleted or changed into positive descriptions; negative words such as difficult, frustration and dislike were replaced with positive words such as easy, fun, achievement and like. Items 8, 12, and 14 in the pilot study were deleted because of its negative descriptions.

As for the third part about personal English learning experience in the pilot study, most of the questions were deleted because they were not directly related to the objectives of the study, which was the affective domain of parental attitudes. Questions 3 to 9 in the pilot study were deleted and Questions 1 and 2 in the pilot study were removed to the part of demographic information. Only one open-ended question was left in the scale of parental attitudes towards English learning in the formal questionnaire. The open-ended question was “According to your past or current English learning experience, what is the most difficult part of English learning for you? Or what assistances or resources do you need most during the process of learning English?”

With regard to the scale of parental expectation and parental involvement, there was no item deleted in the scale of parental expectation since they had reliability and face validity. In the scale of parental involvement, Items 4 and 9 in the pilot study were deleted after consulting one elementary school teacher and the advisor. In addition, in the two open-ended questions about parental involvement, the phrase “after school instruction” was clarified and elaborated as “when you are facilitating or instructing your children’s English schoolwork” because in the pilot study, most parents misunderstood the meaning of “after school
instruction” as a kind of after-school program for children. The modified questionnaire for formal study is provided in Appendix C and the English version of questionnaire is included in Appendix D.

3.5 Procedures

Four steps were taken to conduct this study. First, the pilot study with 41 participants was conducted one month before the formal study in order to examine the reliability and face validity of the questionnaire. Second, after the pilot study, the data for formal study was collected. A note (See Appendix E) explaining how to conduct the study was distributed to teachers at the selected schools. The teachers distributed the questionnaire to the students asking them to bring the questionnaire back home and ask their main care-taker or school-work facilitator to fill out the questionnaire. Then, the teachers returned the questionnaires and a list of students’ final English scores in the fall semester of the 2008 academic year to the researcher.

After the collection of the questionnaires, the invalid questionnaires which were not filled in completely and not filled in by parents were removed. According to Chiu (2006), any questionnaire that remains only half filled in is treated as an invalid questionnaire. Then, the valid questionnaires were coded. Finally, the data of the questionnaires were analyzed and learners’ English scores were standardized and transformed into T-scores by SPSS statistic package for Window 12.0. Figure 3.2 was the procedures of this study.
3.6 Data Analysis

The study centered on the quantitative analyses; SPSS statistic package for Window 12.0 was used in this study. Before commencing analysis, children’s English scores were converted into T-scores. Descriptive statistics and Pearson correlation were conducted to answer the research questions of this study. Parents’ demographic information and parental attitudes towards English learning were calculated by descriptive statistics.

Pearson Correlation was used to verify the positive or negative correlations of parental attitudes towards English learning with (a) children’s English academic performance, (b) parental expectation of children’s English education, and (c) parental involvement in
children’s English education.
CHAPTER 4
RESULTS AND DISCUSSION

This chapter will report the results of this study as well as presenting all data analysis and statistical results. To analyze the data collected from the questionnaires, descriptive statistics and Pearson correlation are used in this study. This chapter includes five sections. The first section of this chapter is the background information of the participants including participants’ education level, occupation level and social-economic status. In the second section, parental attitudes towards English learning in Wanhua District and Da'an Districts are presented; parents’ difficulties in English learning and assistances needed for English learning are also presented in this section. The third section deals with the correlation of parental attitudes towards English learning with children’s English academic performance. The fourth part of this chapter deals with the correlation between parental attitudes towards English learning and parental expectation of children’s English education. The final section discusses the correlation between parental attitudes towards English learning and parental involvement in children’s English education. The factors that influence parental involvement in children’s English education and the assistance and resources that parents need for children’s English education are also examined in this section.

4.1 Background Information of Participants

A total of 352 parents of six graders from Wanhua District and Da'an District participated in this study, and there were 300 valid questionnaires in this study. There were 148 (49.3%) parents from Wanhua District and 152 (50.7%) from Da'an District. Table 4.1 was the number and percentage of the participating parents from the six schools in the two districts.
The following two parts concern participants’ education level, occupation level and social-economic status. They were discussed in detail individually.

4.1.1 Participants’ education and occupation level

In Wanhua District, nearly half (48.6%) the participants’ education level was graduation from high school, while in Da'an District, nearly half (53.3%) of the participants had graduated from college. As for educational achievements above college level such as master or PH.D. degrees, while there were only 8.1% of participants in Wanhua District, Da'an District had 19.1%: considerably higher than in Wanhua District. In general, parents in Da'an District had a higher level of education than parents in Wanhua District. The results were consistent with the statistics data from Department of Budget, Accounting and Statistics in Taipei City Government in 2007. Table 4.2 showed the number and percentage of participants’ education level in Wanhua District and Da'an District.

Table 4.1

*Number and Percentage of Participants in Wanhua District and Daan District*

<table>
<thead>
<tr>
<th>Wanhua</th>
<th>School</th>
<th>Tung Yuan</th>
<th>Fu Shing</th>
<th>Shuang Yuan</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>52</td>
<td>47</td>
<td>49</td>
<td></td>
<td>148 (49.3%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Daan</th>
<th>School</th>
<th>Da An</th>
<th>Ming Chuan</th>
<th>Gu Ting</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>47</td>
<td>53</td>
<td>52</td>
<td></td>
<td>152 (50.7%)</td>
</tr>
</tbody>
</table>

The following two parts concern participants’ education level, occupation level and social-economic status. They were discussed in detail individually.
Table 4.2

*Number and Percentage of Participants’ Education Level*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Elementary school</th>
<th>Junior high school</th>
<th>High school</th>
<th>College</th>
<th>Above College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanhua</td>
<td>2 (1.4%)</td>
<td>9 (6.1%)</td>
<td>72 (48.6%)</td>
<td>53 (35.8%)</td>
<td>12 (8.1%)</td>
</tr>
<tr>
<td>Daan</td>
<td>1 (0.7%)</td>
<td>4 (2.6%)</td>
<td>36 (23.7%)</td>
<td>81 (53.3%)</td>
<td>29 (19.1%)</td>
</tr>
</tbody>
</table>

*Note.* 1 missing value in Da'an District

As for parents’ occupation level in this study, they were classified into five categories according to Lin’s (2005) classification. The five levels were advanced-professional, professional, semi-professional, technician and labor level. In Wanhua District, over half (62.2%) participants were in level IV (technicians) or in level V (labors). In Da'an District, on the other hand, participants’ occupations were equally distributed in levels II, III, IV and V, which are professional, semi-professional, technician and labor. In general, although there was no striking discrepancy between parents’ occupations in Wanhua and Da'an Districts, parents in Da'an District were represented in higher percentages in higher education levels and lower percentages in lower education level (level IV and V). That is, parents in Da'an District had higher levels of occupation than parents in Wanhua District. Table 4.3 showed the number and percentage of participants’ occupation level in Wanhua and Da'an Districts.

Table 4.3

*Number and Percentage of Participants’ Occupation level*

<table>
<thead>
<tr>
<th>Advanced-professional</th>
<th>Professional</th>
<th>Semi-professional</th>
<th>Technician</th>
<th>Labor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanhua</td>
<td>6 (4.1%)</td>
<td>26 (17.6%)</td>
<td>23 (15.5%)</td>
<td>43 (29.1%)</td>
</tr>
<tr>
<td>Da'an</td>
<td>10 (6.6%)</td>
<td>36 (23.7%)</td>
<td>31 (20.4%)</td>
<td>41 (27%)</td>
</tr>
</tbody>
</table>

*Note.* 1 missing value in Wanhua District and 4 missing value in Da'an District
4.1.2 Participants’ socio-economic status

Besides parents’ levels of education and occupation, parents’ socio-economic status was brought into the discussion of parents’ background information. The classification of social-economic status level was based on Lin’s (2005) two-factor weighting scale. In his measurement of socio-economic status, Lin (2005) categorized education and occupation into five levels. Education level I was graduation from a graduate program, level II was graduation from college, level III was graduation from high school, IV was graduation from elementary school and level V was below graduation of elementary school. For occupation levels, level I was advanced-professional, level II was professional, level III was semi-professional, level IV was technician and level V was labor. Each level had one score, and the higher the level was, the higher the score was. Then, education level and occupation level were weighted individually (education multiplies seven and occupation multiplies four) and summed. The weighted sum was ranged in five levels representing the different levels of socio-economic status. Level I represented the highest socio-economic status and level V represented the lowest socio-economic status. Detailed information was listed in Table 4.4. Table 4.4 details Lin’s calculation of socio-economic status.

Table 4.4

<table>
<thead>
<tr>
<th>SES Level</th>
<th>SES Range</th>
<th>SES Score</th>
<th>Occupation Score</th>
<th>Occupation Score</th>
<th>Education Score</th>
<th>Education Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>55–52</td>
<td>5 × 7</td>
<td>1 × 4</td>
<td>5 × 4</td>
<td>5 × 7</td>
<td>1 × 4</td>
</tr>
<tr>
<td>II</td>
<td>51–41</td>
<td>4 × 7</td>
<td>2 × 4</td>
<td>4 × 4</td>
<td>4 × 7</td>
<td>2 × 4</td>
</tr>
<tr>
<td>III</td>
<td>40–30</td>
<td>3 × 7</td>
<td>3 × 4</td>
<td>3 × 4</td>
<td>3 × 7</td>
<td>3 × 4</td>
</tr>
<tr>
<td>IV</td>
<td>29–19</td>
<td>2 × 7</td>
<td>4 × 4</td>
<td>4 × 4</td>
<td>2 × 7</td>
<td>4 × 4</td>
</tr>
<tr>
<td>V</td>
<td>18–11</td>
<td>1 × 7</td>
<td>1 × 4</td>
<td>1 × 4</td>
<td>1 × 7</td>
<td>1 × 4</td>
</tr>
</tbody>
</table>

With respect to parents’ socio-economic status level in these two districts, parents in Da'an District had higher percentage in Level I, II and III and lower percentage in Level IV and V than that in Wanhua District. On the contrary, nearly half (46.3%) the parents in Wanhua District were in Level IV. In general, parents’ socio-economic status level in Da'an District was higher than in that Wanhua District. Table 4.5 outlines the number and percentage of participants’ socio-economic status in Wanhua District and Da'an District.

Table 4.5

Number and Percentage of Participants’ Socio-economic Status in Two Districts

<table>
<thead>
<tr>
<th>SES</th>
<th>Wanhua</th>
<th>Da'an</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>3 (2%)</td>
<td>6 (4%)</td>
</tr>
<tr>
<td>II</td>
<td>27 (18.4%)</td>
<td>44 (29.7%)</td>
</tr>
<tr>
<td>III</td>
<td>41 (27.9%)</td>
<td>47 (31.8%)</td>
</tr>
<tr>
<td>IV</td>
<td>68 (46.3%)</td>
<td>47 (31.8%)</td>
</tr>
<tr>
<td>V</td>
<td>8 (5.4%)</td>
<td>4 (2.7%)</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>148</td>
</tr>
</tbody>
</table>

Note. 1 missing value in Wanhua District and 4 missing value in Da'an District

Parents’ education, occupation and socio-economic status level were higher in Da'an District than they were in Wanhua District; the results were consistent with the statistics data provided by Department of Budget, Accounting and Statistics in Taipei City Government in 2007.

4.2 Parental Attitudes towards English Learning

Parental attitudes towards English learning referred to parents’ feelings of ease about English learning and parents’ overall feelings about English learning in this study. Questions
1 to 9 in formal questionnaire were items about parents’ feelings of ease about English learning, and Questions 10 to 13 were statements about parents’ overall feelings about English learning. In general, most parents disagreed that learning English is easy except for in the case of memorizing English vocabulary and learning reading skills. For speaking skills, parents held neutral attitude ($M = 3.0$), considering them neither easy nor difficult to learn. Most parents had positive feelings about English learning ($M > 3$) although parents did not think learning English is easy. The means of parents’ overall feelings about English were all higher than 3. Numbers in shade were the means which were greater than 3 or equal to 3.

Table 4.6 contains the descriptive statistics of parental attitudes towards English learning.

### Table 4.6

*Descriptive Statistics of Parental Attitudes towards English Learning*

<table>
<thead>
<tr>
<th>Parents’ feelings of ease about English learning</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Memorizing English vocabulary is easy.</td>
<td>299</td>
<td>3.45</td>
<td>0.96</td>
</tr>
<tr>
<td>2. Learning English listening is easy.</td>
<td>298</td>
<td>2.96</td>
<td>0.99</td>
</tr>
<tr>
<td>3. Learning English reading is easy.</td>
<td>298</td>
<td>3.07</td>
<td>1.04</td>
</tr>
<tr>
<td>4. Learning English writing is easy.</td>
<td>297</td>
<td>2.54</td>
<td>1.00</td>
</tr>
<tr>
<td>5. Learning English speaking is easy.</td>
<td>297</td>
<td>3.00</td>
<td>1.02</td>
</tr>
<tr>
<td>6. Learning English grammar is easy.</td>
<td>297</td>
<td>2.81</td>
<td>1.05</td>
</tr>
<tr>
<td>7. Learning English culture is easy.</td>
<td>296</td>
<td>2.70</td>
<td>0.92</td>
</tr>
<tr>
<td>8. On the whole, learning English is easy.</td>
<td>298</td>
<td>2.80</td>
<td>1.02</td>
</tr>
<tr>
<td>9. I think my English ability is good.</td>
<td>297</td>
<td>2.82</td>
<td>1.06</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents’ overall feelings about English learning</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Learning English is fun.</td>
<td>299</td>
<td>3.48</td>
<td>0.94</td>
</tr>
<tr>
<td>11. Learning English brings me a sense of achievement.</td>
<td>298</td>
<td>3.48</td>
<td>0.92</td>
</tr>
<tr>
<td>12. On the whole, I like to learn English.</td>
<td>298</td>
<td>3.34</td>
<td>0.97</td>
</tr>
<tr>
<td>13. The experience of learning English is good.</td>
<td>273</td>
<td>3.16</td>
<td>1.00</td>
</tr>
</tbody>
</table>

*Note.* Numbers in shade are the means which are greater than 3 or equal to 3.

The open-ended question in the parental attitudes scale was that “According to your past or current English learning experience, what is the most difficult part in English learning for
you? Or what assistances or resources do you need most in the process of learning English?”

Out of 300 participants, 170 participants answered this question with an overall response rate of 56.7%. There were 74 responses from parents in Wanhua District and 96 responses were from parents in Daan District.

As for the most difficult English skills or components of English: for the parents, English listening, writing, speaking and English grammar were considered to be the hardest parts of the English learning process. A total of 23 parents considered that English listening to be the most difficult part for them when learning English and 22 parents thought that writing was the most difficult part of English learning. Meanwhile 16 parents regarded English grammar as the most difficult part of learning English; another 16 parents stated that speaking was the most difficult part for them. Still others thought that memorizing vocabulary (7 responses), reading (6 responses), pronunciation (6 responses) and culture customs (3 responses) were the most difficult parts involved in English learning. Table 4.7 provides some examples of participants’ responses. All parents’ responses to the question of what is the most difficult part in English learning are listed in Appendix F.
Table 4.7

*Examples of Participants’ Responses to the Most Difficult Part in English Learning*

<table>
<thead>
<tr>
<th>No</th>
<th>Response of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td>103</td>
<td>聽力方面較困難 (Listening is more difficult)</td>
</tr>
<tr>
<td>157</td>
<td>聽各式腔調的英文很難 (It is hard to understand the different accents of English.)</td>
</tr>
<tr>
<td></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>236</td>
<td>稿作的文法比較困難 (Written grammar is more difficult.)</td>
</tr>
<tr>
<td>244</td>
<td>稿作精簡很困難 (It is hard to write concisely and precisely.)</td>
</tr>
<tr>
<td></td>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>81</td>
<td>遇見外國人不敢開口 (I do not dare speak to foreigners.)</td>
</tr>
<tr>
<td>261</td>
<td>不敢開口說害怕說錯 (I dare not speak English because I am afraid that I may make mistakes.)</td>
</tr>
<tr>
<td></td>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td>59</td>
<td>背文法 (Memorizing grammar rules is the most difficult part for me.)</td>
</tr>
<tr>
<td>136</td>
<td>文法較困難 (Grammar is more difficult)</td>
</tr>
<tr>
<td></td>
<td><strong>Other skills or components of language</strong></td>
</tr>
<tr>
<td>38</td>
<td>英文看不懂又沒有中文翻譯，英文很難學 (I cannot understand English and if no Chinese translation is provided; it is hard to learn English.)</td>
</tr>
<tr>
<td>46</td>
<td>發音不標準 (My pronunciation is not correct.)</td>
</tr>
<tr>
<td>75</td>
<td>文章內容所牽涉的文化背景 (The cultural context of the articles)</td>
</tr>
<tr>
<td>208</td>
<td>單字難背 (It is hard to memorize vocabulary.)</td>
</tr>
</tbody>
</table>

With regard to the problems or difficulties that parents have encountered during the process of learning English as a foreign language, (a) environment, (b) teaching and learning methods, (c) motivation, (d) persistence and patience were the top four problems and difficulties that they faced. In this study, environment referred to the environment where learners can (a) improve their speaking ability (29 responses), (b) using English or apply...
English in daily life (20 responses), (c) learn English (14 responses), (d) practice English and (e) others. For teaching and learning methods, 10 responses mention teachers’ teaching methods or teaching materials and the other 7 responses were about participants’ personal learning methods. Other difficulties and problems were the lack of motivation, lack of persistence and patience, or lack of time. Table 4.8 provided the examples of participants’ responses to their problems and difficulties in learning English. All and complete responses from parents are listed in Appendix G.

Table 4.8

Examples of Participants’ Responses to their Problems and Difficulties in Learning English

<table>
<thead>
<tr>
<th>No</th>
<th>Response of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Environment for speaking</strong></td>
</tr>
<tr>
<td>2</td>
<td>無練習口語環境 (No environment for speaking practice)</td>
</tr>
<tr>
<td>79</td>
<td>沒有學習環境 (No environment for learning)</td>
</tr>
<tr>
<td>135</td>
<td>應用機會不多 (No opportunities to use English)</td>
</tr>
<tr>
<td></td>
<td><strong>Teaching and learning methods</strong></td>
</tr>
<tr>
<td>90</td>
<td>我覺得個人的學習不是很好 (I do not think that my learning methods are good.)</td>
</tr>
<tr>
<td>166</td>
<td>教材不好，老師只會照書講 (The teaching material is not good enough and the teacher only reads from the textbook.)</td>
</tr>
<tr>
<td>271</td>
<td>老師的教法很重要 (The teacher’s teaching methods are very important.)</td>
</tr>
<tr>
<td></td>
<td><strong>Motivation</strong></td>
</tr>
<tr>
<td>152</td>
<td>沒有十足的動力促發學習，所以經常是不持續且片段 (I do not have any motivation to learn, and I am not persistent in my learning.)</td>
</tr>
<tr>
<td></td>
<td><strong>Persistence and Patience</strong></td>
</tr>
<tr>
<td>238</td>
<td>恆心是很重要 (Persistence in learning is important.)</td>
</tr>
<tr>
<td></td>
<td><strong>Others</strong></td>
</tr>
<tr>
<td>192</td>
<td>沒有時間，工作 (I have to work and have no time to study.)</td>
</tr>
</tbody>
</table>
Discussion

When discussing the most difficult parts involved in English learning, parents’ responses to the open-ended question may explain parental attitudes towards English learning. Memorizing vocabulary ($M = 3.45$) and reading skills ($M = 3.07$) were the only two parts that were easy for parents to learn. For parents, they may think that their poor memory was the factor that determines their ability to memorize vocabulary instead of the vocabulary itself. For example, Participant 31 (See Appendix F) said that his memory is poor and he easily forgets the vocabulary that he had just memorized.

As for reading skills, parents may consider the problem to have stemmed from a combination of grammar and translation. They believed they could not understand the meaning of articles because of grammar and the lack of Chinese translation instead of other deficiencies in their reading skills. For example, Participant 305 (See Appendix F) said that “I have difficulty in reading because the teacher did not teach me grammar.” The result coincides with Liang’s (2003) myths of English teaching in Taiwan. The myths were that (a) learning English entails learning English grammar only and (b) English should be learned through translating the original into Chinese. The traditional teaching methods in Taiwan put emphasis on translation and grammar teaching; thus, parents may misunderstand that their reading comprehension lies in the mastery of grammar and translation. Thus, Liang’s (2003) myths of English teaching in Taiwan reflected parents’ myths regarding English learning. For example, learning English meant learning and memorizing English grammar rules; reading text must be translated into Chinese in order to comprehend, and English was declarative knowledge which consists of facts, concepts, or ideas that can be stored as propositions. For parents, their English learning experience should be updated and renewed in order to dispel these myths of English learning.

Parents’ need for English speaking environment may explain parents’ neutral attitude towards speaking ($M = 3.0$). Parents may consider the environment for speaking practice to
be the key element when learning English speaking ability. As long as there was an environment for speaking, learning speaking ability was not difficult for them.

Parents’ responses to the open-ended question reflected parents’ problems and difficulties in English learning as well as the assistance and resources they needed to learn English. Parents’ need for English learning or a good environment in which to practice coincides with the findings of previous studies (Chen, 2002; Cheng, 2000; Wu, 1999) about problems in Taiwan’ elementary school English education. While primary English education focuses on creating a good English environment for learners, parents emphasized more on the opportunities and environment for using and practicing English especially the environment for improving speaking ability. The results implied that the need for English learning environment was required not only for young learners but also for adult learners.

On the whole, parents held positive attitudes towards English learning but they may have no time, opportunities or access to the right resources needed to recommence the process of learning English. In addition, their past English learning experience may convey the myths of traditional teaching methods in Taiwan. Thus, the opportunities or access provided for parents to learn English again may be essential and necessary.

4.3 Parental Attitudes and Children’s English Academic Performance

As for the first research question of this study, the finding suggested that parental attitudes towards English learning had a slight positive correlation ($r = .194$) with children’s English academic performance. Parental attitudes towards English learning were positively correlated with children’s English academic achievement. Table 4.9 was the correlation between parental attitudes towards English learning and children’s English academic performance.
Table 4.9

*Correlation between Parental Attitudes and Children’s English Academic Performance*

<table>
<thead>
<tr>
<th>Item</th>
<th>Parental attitudes towards English learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s English academic performance</td>
<td><strong>Correlation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sig.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>N</strong></td>
</tr>
</tbody>
</table>

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

**Discussion**

In the study, parents’ attitudes towards English learning were positively correlated to children’s English achievement. The result is consistent with those of previous studies (Bartram, 2006). In Bartram (2006), parents’ positive attitudes toward the target language broadly mirrored children’s orientation towards the target language and further helped to construct children’s understanding of language importance, utility and status. Thus, when discussing parental influences on children’s English achievement, parents’ attitudes towards English learning were important and should be taken into the account. In Freeman and Long’s (1991) book, they also stated that parents’ attitudes towards the target language were directly related to learners’ attitudes towards the target language, which was the key success in language learning. Since parental attitudes was directly and positively related to children’s English achievement, parental attitudes towards English learning should be taken into consideration when investigating parental influences on children’s achievement. Additionally, for parental attitudes, Sattes (1989) stated that although they were not likely to change, they can be changed with intervention. The intervention can be parents’ new English learning experience or successful English learning experience as suggested in this study.
4.4 Parental Attitudes and Parental Expectation of Children’s English education

Pearson correlation was computed in order to examine the correlation between parental attitudes towards English learning and parental expectation of children’s English education. After the analysis of Pearson Correlation, the finding suggested that there was a positive correlation ($r = .336$) between parental attitudes towards English learning and parental expectation of children’s English education. Table 4.10 provided the correlation between parental attitudes towards English learning and parental expectation of children’s English education.

Table 4.10

<table>
<thead>
<tr>
<th>Item</th>
<th>Parental attitudes towards English learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental expectation of children’s English education</td>
<td><strong>Correlation</strong></td>
</tr>
<tr>
<td></td>
<td><em>Sig.</em></td>
</tr>
<tr>
<td></td>
<td><em>N</em></td>
</tr>
</tbody>
</table>

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

Discussion

In this study, parental attitudes towards English learning were positively correlated with parental expectation of children’s English education. The more positive parental attitudes towards English learning were, the higher parental expectations were. The result was consistent with Zhou’s (2006) factors that shaped parents’ expectation. In Zhou’s (2006) book, parents’ past learning experience in school was one of the factors that influenced parental educational expectation.

In addition, in Kaplan’s et al. (2001) study about the relationships among parental expectation, parents’ self-feelings and parents’ education, parents’ negative self-feelings
provided “ambiguous and inhibiting expectations” for their children that may reduce adolescent’s autonomy (p. 366). Thus, Kaplan’s et al. (2001) results suggested that parents with low negative self-feelings and high levels of parental expectations led to higher levels of academic performance for children. Furthermore, in Pan’s et al. (2006) study of mathematics learning, they concluded that compared to American parents, Chinese parents had higher expectations of children’s academic performance, which in turn motivated parents to get more involved in children’s learning. Thus, when it comes to the discussion of parental influences on children’s English achievement, parental attitudes towards English learning, parental expectation and parental involvement were interlinked because of their positive correlations.

4.5 Parental Attitudes and Parental Involvement in Children’s English Education

After the examination of Pearson Correlation, parental attitudes towards English learning were found positively correlated with parental involvement in children’s English education. Parents’ attitudes towards English learning had positive but low correlation with parental involvement in children’s English \( (r = 0.317) \). Table 4.11 showed the correlation between parental attitudes towards English education and parental involvement in children’s English education.

Table 4.11

<table>
<thead>
<tr>
<th>Item</th>
<th>Parental attitudes towards English learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental involvement in children’s English education</td>
<td>Correlation: <strong>0.317</strong>, Sig: 0.000, N: 236</td>
</tr>
</tbody>
</table>
In the scale of parental involvement in children’s English education, there were two open-ended questions. These ran as follows: (a) “When instructing or facilitating children’s English schoolwork, what kinds of difficulties or problems have you encountered and what resources or assistance do you need?” and (b) “What are the factors that decide whether or not you get involved in children’s English schoolwork?”

For question A, 126 participants answered this open-ended question; the response rate was 42 percent ($N = 300$). The top four difficulties were (a) parents’ English proficiency level, (b) children’s willingness and motivation, (c) the environment for learning and (d) teaching methods and materials when parents instructing their children’s English schoolwork.

In total 49 participants responded that their low English proficiency level especially in pronunciation and grammar was an obstacle when instructing children’s English schoolwork. Another 21 participants said that children’s willingness and motivation regarding English learning were the chief difficulty that they had encountered during their involvement in children’s English schoolwork. The creation of an English environment in which children could learn, practice and use English (17 responses) was also parents’ difficulty in their involvement in children’s English education. For another 11 participants the difficulty lay in teachers’ teaching methods or the selection of materials. Yet another 7 parents responded that they did not get involved in their children’s English education, and they looked for cram schools or tutors for their children. Table 4.12 showed the examples of parents’ responses to this question. More detailed responses are provided in Appendix H.
<table>
<thead>
<tr>
<th>No</th>
<th>Response of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents’ Low English Proficiency Level</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>自己的英文程度就很差了，沒有自信可以教孩子英文。 (My English is so poor that I do not have confidence in teaching my children English.)</td>
</tr>
<tr>
<td>86</td>
<td>因为自己不會英文，因此無法幫助小孩學習或者輔導，所以只好幫小孩請家教 (I cannot teach my child English because my English is poor, so I hire an English tutor for him/her.)</td>
</tr>
<tr>
<td>158</td>
<td>發音、文法 (Pronunciation and grammar)</td>
</tr>
<tr>
<td>Children’s Willingness and Motivation in learning English</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>孩子興趣不佳，強迫學習甚無效果。 (My child does not have interest in English and it is not effective to force him/her to learn English)</td>
</tr>
<tr>
<td>151</td>
<td>孩子的學習意願不強 (My child’s motivation in learning English is not strong.)</td>
</tr>
<tr>
<td>241</td>
<td>孩子對學習英語覺得很吃力所以興趣缺缺。 (My child feels that learning English is difficult so he has no interest in English.)</td>
</tr>
<tr>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>會話練習的環境 (The environment for English conversation practice)</td>
</tr>
<tr>
<td>95</td>
<td>學習語言著重生活化，因此生活化能提高學習意願 (Learning a language emphasizes on the authenticity, and authenticity can enhance learners’ motivation in learning the language.)</td>
</tr>
<tr>
<td>Teaching methods and materials</td>
<td></td>
</tr>
<tr>
<td>175</td>
<td>使用教材家長並不熟練。 (Parents are not familiar with the teaching materials that teachers use in class.)</td>
</tr>
<tr>
<td>215</td>
<td>學校教得不夠多，無法多練習，學校進度太快。(What learners learn in school is not enough; there is no opportunity to practice more; School schedule is too fast.)</td>
</tr>
<tr>
<td>247</td>
<td>難以尋找孩子感興趣的英文書籍 (It is hard to find the materials that children have interests in)</td>
</tr>
<tr>
<td>No involvement or assistance</td>
<td></td>
</tr>
<tr>
<td>130</td>
<td>請英文家教幫忙教學 (I hire tutors to instruct my children.)</td>
</tr>
<tr>
<td>134</td>
<td>教導孩子的英語學業，都是以補習為主 (Going to the cram school is the main way for facilitating my child’s English education.)</td>
</tr>
</tbody>
</table>
As for questions B, a total of 134 participants answered this question with the response rate being 45 percent ($N = 300$). Parents’ low English proficiency level, lack of free time and attitudes towards English were the top three factors influencing parents’ involvement in children’s English education. All in all 50 participants thought that their English competence was insufficient for them to instruct children’s English schoolwork so they did not teach their children English. Another 25 participants said that they did no have time to assist with their children’s English schoolwork. Parents were busy with work so they did not have enough time to help their children with English schoolwork. In addition, parents’ attitudes towards English (21 responses) also influenced parental involvement in children’s English education. Parents’ attitudes towards English in this study referred to the importance of English for future plans, careers and the significant role of English in the world. There were 16 parents’ taking children’s willingness, motivation and achievement as the reason for their involvement in children’s English education. Other factors were teaching methods or school policy and environment. Table 4.13 lists said examples of the factors that influence parental involvement in children’s English education. Responses are comprehensively listed in Appendix I.
### Table 4.13

**Examples of Participants’ Responses about the Factors of Parental Involvement**

<table>
<thead>
<tr>
<th>No</th>
<th>Response of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Parents’ Low English Proficiency Level</strong></td>
</tr>
<tr>
<td>2</td>
<td>自己的英文發音不好（My pronunciation is poor.）</td>
</tr>
<tr>
<td>82</td>
<td>能力有限（My English competence is limited.）</td>
</tr>
<tr>
<td>200</td>
<td>家長才是更需要加強英語能力的對象（Parents are the ones who need to improve their English ability.）</td>
</tr>
<tr>
<td></td>
<td><strong>Parents’ lack of time</strong></td>
</tr>
<tr>
<td>93</td>
<td>工作太忙（I am busy with my work.）</td>
</tr>
<tr>
<td>206</td>
<td>時間 耐心（Time and patience）</td>
</tr>
<tr>
<td></td>
<td><strong>Parents’ attitudes toward English</strong></td>
</tr>
<tr>
<td>61</td>
<td>考上好學校（Important for entering a good school）</td>
</tr>
<tr>
<td>220</td>
<td>競爭力和溝通能力（Competitiveness and communication competence）</td>
</tr>
<tr>
<td>292</td>
<td>英文是國際上通用的語言，所以我教導孩子英文是很重要的第二國語言（English is a universal language and I tell my child that English is a very important second language.）</td>
</tr>
<tr>
<td></td>
<td><strong>Children’s willingness, motivation and achievement</strong></td>
</tr>
<tr>
<td>103</td>
<td>視孩子的興趣（It depends on my child’s motivation in English.）</td>
</tr>
<tr>
<td>167</td>
<td>孩子學習有困難時（When my child has difficulty in learning English, I will help him/her.）</td>
</tr>
<tr>
<td>214</td>
<td>若英語成績不佳時（When my child’s English score is poor, I will help him/her.）</td>
</tr>
<tr>
<td></td>
<td><strong>Teaching methods and school policy</strong></td>
</tr>
<tr>
<td>211</td>
<td>學校課程不足（What I have learned in school is not enough for my child.）</td>
</tr>
<tr>
<td></td>
<td><strong>Environment</strong></td>
</tr>
<tr>
<td>17</td>
<td>學習環境不好（The environment for learning English is not good.）</td>
</tr>
</tbody>
</table>

**Discussion**

The positive correlation between parental attitudes and parental involvement was proven.
in this study. Parents with more positive attitudes towards English learning may get more involved in children’s English education. Parental involvement was not only related to parental attitudes towards English learning but also related to parental expectation. For example, in Pan’s et al. (2006) study of mathematics learning, they concluded that compared to American parents, Chinese parents had higher expectations of children’s academic performance, which motivated parents to get more involved in children’s learning. In addition, for Chinese parents, their involvement had a direct and considerable impact on Chinese students’ language learning attitude and motivation (Gao, 2006).

As for parents’ difficulties and problems in assisting in children’s English schoolwork, parents’ low proficiency level and children’s willingness and motivation were two main problems. Due to the significant role of parental involvement in children’s achievement, promoting parents’ English proficiency level may help parents to get involved in their children’s English schoolwork since parental involvement has the potential to shape children’s achievement (Pomerantz et al., 2005).

In Chen’s (2002) study about elementary English teachers’ teaching problems and difficulties, learners’ lack of motivation in English learning was also a problem for elementary English teachers. How to motivate learners was an essential and necessary consideration not only for teachers in school but also for parents in children’s English education.
CHAPTER 5
CONCLUSIONS

This study aims to investigate parental attitudes towards English learning, and its correlations with (a) children’s English academic performance, (b) parental expectations of children’s English education and (c) parental involvement in children’s English education. In this chapter, first, the major findings of this study will be summarized, based on the research questions in Chapter One. Secondly, the pedagogical implications for children’s English education in Taiwan will be discussed. Thirdly, the limitations of the study will be presented. Finally, suggestions for further research will be offered.

5.1 Summary of the Major Findings

The three research questions addressed in Chapter One have been discussed in detail with statistical evidence in Chapter Four. In this section, the major findings of this study are presented and summarized based on the three research questions.

First, as for participants’ background information, parents’ socio-economic status is higher in Da'an District than in Wanhua District. In Wanhua District, nearly half (46.3%) of parents’ socio-economic status is in Level IV, which is the lowest one and parents in Da'an District have higher percentage of parents’ socio-economic status is Level I, II, and III. When it comes to parental attitudes towards English learning, in general, parents consider English learning as not being easy except for the skill of reading and memorizing vocabulary. In addition, parents’ overall feelings about English learning are positive. Parents’ have positive feelings when learning English as a foreign language. To sum up, parents have positive attitudes towards English learning but they do not consider learning English to be not easy.

Second, with regard to the relationship between parental attitudes towards English
learning and children’s English academic performance, the statistical result suggests that there is a positive correlation between parental attitudes towards English learning and children’s English academic performance.

Third, with respect to the correlation of parental attitudes towards English learning with parental expectation of children’s English education, the result shows that there is a positive correlation between parental attitudes towards English learning and parental expectation of children’s English education.

Finally, the last research question deals with the correlation between parental attitudes towards English learning and parental involvement in children’s English education. The findings also suggested that parental attitudes towards English learning are positively correlated with parental involvement in children’s English education.

As for the open-ended questions, according to parents’ English learning experience, the environment to learn English, to practice English or to use English is what parents require most in the process of learning English. In addition, listening, speaking, writing and grammar are the most difficult part for parents to learn. Furthermore, when getting involved in children’s English education, most parents face the following problems: (a) their own low levels of English proficiency, (b) children’s lack of motivation toward learning English, and (c) a lack of English learning environment for children. For the factors that influence parental involvement in children’s English education, parents’ low English proficiency level, and the lack of time are the main two factors.

5.2 Pedagogical Implications

This study aims at investigating parental attitudes towards English learning and its correlations with children’s English academic performance, parental expectation and parental involvement. Based on the results and findings of this study, pedagogical implications are provided for parents as well as English teachers and authorities.
First, English learning opportunities and access should be provided by government authorities or schools for parents. For parents, although they respond that it is not easy to learn English, they still hold positive attitudes towards English learning. Most parents agree that learning English is fun and brings them a sense of achievement; they like to learn English no matter which district they live in. Parents may have the motivation to learn English but may lack the opportunities; suitable access, environments or financial support to learn English after their graduation from school. In addition, based on parents’ responses to their learning difficulties and problems, parents’ difficulties and problems may reflect the problems of traditional English teaching methods in Taiwan. Since parental attitudes towards English learning affect not only parental expectation and parental involvement but also children’s English achievement, there should be more access and opportunities provided by not only government authorities but also schools for parents to learn English once again. Their English learning experience should be renewed and their English proficiency should be promoted in order to get involved in their children’s English schoolwork.

Second, cooperation between parents and school teachers should be enlisted in children’s English education. Since parental involvement is the most direct and beneficial way to facilitate children’s academic performance, and has the potential to enhance children’s achievement, it is essential to get parents involved in children’s English education. According to parents’ responses to their involvement in children’s English education in this study, some parents complain about the teaching methods, materials and school policy in their children’s schools. Parents may not understand the school policy or teaching materials, so “meaningful involvement” is necessary for parents (Sattes, 1989, p. 38). Sattes (1989) in her study suggests that making parents stay informed of school work and creating “a school-wide system of communication with a newsletter, handbook, and progress report” can make parental involvement more meaningful (p. 39). Sattes (1989) also proposes that providing parents’ appropriate opportunities to instruct their children may enhance the effectiveness of
parental involvement. Parents’ meaningful involvement is more effective for children’s achievement. Likewise, Gao (2006) suggests that for language teachers, developing a teacher-parent partnership or family-school partnership is essential to learners’ language learning, and “parents need to be supported in how to guide and supervise children’s language learning more effectively by teachers” (p. 296). In order to create meaningful involvement for parents, the establishment of teacher-parent partnership should be taken into consideration in children’s English education in Taiwan.

Finally, parents can create opportunities for their own English learning by learning English with their children. According to the results of the study, most parents hold positive attitudes towards English learning but do not think that they have enough competence to assist their children with English schoolwork. Thus, parents have to enhance their English proficiency and try to get involved in children’s English education as well. In Chang’s (2004) study of English gifted students, she suggests that when learning with children, parents’ cognition, comprehension and experience may be helpful for children’s learning. As for parents’ problems with incorrect or native-like pronunciation in this study, parents can use facilities such as electronic dictionary or CD players to facilitate them. In this way, parents and children may both benefit from the learning process.

5.3 Limitations of the Study

This study examines parental attitudes towards English learning, and its correlations with (a) children’s English academic performance, (b) parental expectation of children’s English education, and (c) parental involvement in children’s English education. However, every study has its limitations, and the present study is restricted in the following five aspects. First, the subject scale is not sufficient enough to generalize the findings to all parents in Taiwan; thus a much larger subject scale should be included. The data are collected and discussed from 300 parents from Wanhua District and Da'an District in order to specify the
discrepancy in socio-economic status. Due to the limited subject population, the results of this study may not be generalized to all the parents in Taipei City or Taiwan, or to all the parents of six graders in Taipei City or Taiwan.

Second, parents’ attitudes towards English learning should be investigated more holistically. Since the study aims at investigating parents’ affective factors, only the effect of parental attitudes is discussed. The researcher adopts parents’ feelings of ease about English learning and their overall feelings about English learning for data analysis only. However, parental attitudes towards English learning may include cognitive and behavioral domains as well, so discussion of only affective domains in this study may impose limitations on discussions of parents’ attitudes towards English learning.

Third, both parents’ and children’s perceptions should be included and compared. In this study, parental attitudes toward English learning, parental expectation and parental involvement are examined from the perception of parents themselves. However, the perception of parents and the perception of children may be different, and the different perception of parental attitudes, parental expectation and parental involvement between parents and children may lead to different results and findings.

Fourth, the design of the open-ended questions in this study is not specific enough. In the open-ended questions, each question contains not only one question; and parents’ responses are hard to classify and separate. For example, in the first open-ended question, parents’ difficulties and assistance-needed are both mentioned in the question; thus when analyzing parents’ responses, it is hard to categorize.

Finally, the data analysis procedures are too simplified in this study. The study aims at investigating the correlations of parental attitudes towards English learning with (a) children’s English academic performance, (b) parental expectation of and (c) parental involvement in children’s English education and the findings suggest positive but low correlations of parental attitudes with children’s achievement, parental expectation and
parental involvement. Further data analysis should be taken into account when analyzing the relationships of parental attitudes towards English learning with children’s achievement, parental expectation and parental involvement.

5.4 Suggestions for Future Research

This study investigates the correlations of parental attitudes towards English learning with children’s English academic performance, parental expectation of children’s English education and parental involvement in children’s English education. Three open-ended questions focus on parents’ difficulties in learning English and parents’ need for resources or assistance when they assist with children’s English work. Based on the results of this study and the implement process of the study, future researchers can take the following suggestions into account.

First, the data are only collected from 300 parents of six graders in Wanhua District and Da'an District. Due to the limited sample population and the discrepancy of parents’ socio-economic status, the findings in this study may not be generalized to all the parents in Taipei City or in Taiwan. Therefore, for future studies, it is recommended that a much larger scale of samples should be collected and the parents of each grade in both urban and rural areas should be recruited. Furthermore, parents’ socio-economic status should be taken into consideration as well. The comparison and contrast between different grades and different areas can be conducted as well.

Second, the study mainly focuses on the quantitative analysis although three open-ended questions are provided to elicit parents’ opinions about their difficulties in learning English and the assistance or resources that they need in the process of instructing children in their English schoolwork. The response from parents are limited and far from detailed. For further studies, qualitative analysis such as interviews with parents about their English learning experience can be conducted in studies in order to elicit more detailed
information of parents’ English learning experience.

Third, in this study, parental attitudes, parental expectation and parental involvement are measured based on parents’ own perceptions. However, for most studies such as Chen (2004), Chen (2007) and Liu (2006), parental expectation and parental involvement are measured from the perspective of children or learners. There may be a gap between parents’ and children’s perception of parental attitudes, parental expectation and parental involvement, and the gap may make differences in the discussion of parental influence and children’s achievement. For future studies, the comparison and contrast of parents’ and children’s perception of parental attitudes, parental expectation, parental involvement or other parental influences can be investigated in order to better comprehend the discrepancies between parents’ and children’s perceptions or the transmission of parental values to children.

Fourth, for parental attitudes towards English, only affective domains are discussed. The study proves the positive correlation of the affective domain in parental attitudes towards English learning on children’s English achievement, parental expectation and parental involvement. However, parents’ cognitive or behavioral domain in their attitudes towards English learning, the transmission of parental learning experience to children, and the comparison and contrast of parents’ current and past English learning experience can all be included and investigated when discussing parents’ English learning experience. For future studies, these factors in parents’ English learning experience should be enrolled and conducted.

Finally, the factors that may influence parental attitudes towards English learning can be examined as well such as parents’ education level, occupation level, socio-economic status or family learning background. For future studies, other factors can be taken into account in the analysis of parental attitudes towards English learning.
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Appendix A  
Questionnaire in Pilot Study

親愛的家長您好：

本人目前正著手於碩士論文之資料收集，希望透過這一份問卷得到您對於個人英語學習的意見與經驗分享。您的回答對於我的研究有相當大的幫助，也請您依您實際情形作答，此問卷不涉及隱私，採取不記名方式作答。問卷內容僅供學術參考之用，絕不對外公開，請您安心作答。感謝您的合作與協助。

國立台灣師範大學英語學系碩士班    指導教授：張武昌、張鑑如教授
研究生     吳憶妃           98年03月

一、個人基本資料
1. 性別：
   (1)□男  (2)□女
2. 最高學歷：
   (1)□國小肄業  (2)□國小畢業  (3)□國中(初中)畢業  (4)□高中/職畢業
   (5)□專科畢業  (6)□大學畢業  (7)□碩士畢業       (8)□博士畢業
3. 年齡：
   (1)□20~29 歲  (2)□30~39 歲  (3)□40~49 歲  (4)□50~59 歲  (5)□60 歲以上
4. 與學童之關係：
   (1)□父子  (2)□父女  (3)□母子  (4)□母女  (5)□其他關係(請說明) __________
5. 是否為家中小孩學業的主要指導者
   (1)□是  (2)□否

二、英語學習經驗量表
請就您過去的英語學習經驗圈選下列問題：

<table>
<thead>
<tr>
<th>問題</th>
<th>非不無同非</th>
<th>非不無同非</th>
<th>同意意見同意意見意見意意見意</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 我在背誦英語單字詞彙方面有困難</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. 我在學習英語聽力方面有困難</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. 我在學習英語閱讀方面有困難</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. 我在學習英語寫作方面有困難</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. 我在學習英語口說方面有困難</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. 我在學習英語文法方面有困難</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. 我在學習英語文化習俗方面有困難</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
8. 整體而言，我覺得英語很難學習
9. 我認為我的英文能力不錯
10. 我覺得學習英語可以為我帶來樂趣
11. 我覺得學習英語可以帶給我成就感
12. 學習英語讓我有挫敗感
13. 整體而言，我喜歡學習英語
14. 若非職場需要，我不會想學習英語
15. 目前生活中接觸英語的經驗很愉快
16. 過去學習英語的經驗很愉快
17. 會與孩子談自己過去的英語學習經驗
18. 會針對自己過去英文學習上的困難為子女加強
19. 會根據我過去的英語學習經驗來教導孩子英文
20. 會使用我過去所使用過的有效學習方法來幫助孩子學習英文

三、個人英語學習經驗
1. 您個人首次接受英語教育之年齡
   (1)□小學前   (2)□小學   (3)□初中/國中   (4)□高中(職)  (5)□大學
   (6)□工作後   (7)□其他____________________(請說明)
2. 您接受正式學校英語教育之時間(不含個人自學或個人進修)
   (1)□3 年(含)以內   (2)□3~6 年   (3)□6~10 年   (4)□10 年以上
3. 接受英語教育之總時間(含正式與非正式之英文學習)
   (1)□3 年(含)以內   (2)□3~6 年   (3)□6~10 年   (4)□10 年以上
4. 近三年內您是否有過英語學習經驗
   (1)□否
   (2)□是，方法為____________________________(請說明，如：參加社區大學)
5. 曾經使用過的英語學習方法 (可複選)
   (1)□閱讀英語雜誌、報紙、小說等   (2)□收看英語電影、影集、節目等
   (3)□使用英語教學節目或光碟   (4)□收聽英語廣播或新聞
   (5)□多查閱字典   (6)□多背單字
   (7)□開口朗讀   (8)□找外國筆友
   (8)□其他____________________(請說明)
6. 您曾接觸過哪些課本外的英語教材 (可複選)
   (1)□英語雜誌   (2)□英語報紙   (3)□英語小說   (4)□英語電影/影集/節目
   (5)□英語教學節目/光碟   (6)□英語廣播   (7)□參考書、自修
   (8)□其他____________________(請說明)
7. 就您個人經驗，您認為那些課外英語教材對於學習英語較有幫助（可複選）
   (1)□英語雜誌 (2)□英語報紙 (3)□英語小說 (4)□英語電影/影集/節目
   (5)□英語教學節目/光碟 (6)□英語廣播 (7)□參考書、自修
   (8)□其他____________________(請說明)
8. 非學校英語學習英語之管道(包含學校補習班之課程或是個人自學等)(可複選)
   (1)□參加坊間英文補習班 (2)□自行購買英語雜誌、報紙等學習
   (3)□平時收看收聽英語電影、影集、節目、廣播等
   (4)□其他（請說明）________________________
9. 是否曾經參加過英語檢定考試
   (1)□否
   (2)□是，檢定名稱及級數為____________________(請說明)
      若有通過，其檢定名稱與級數____________________(請說明)
10. 請問您認為現在孩子在英語學習方面所遭遇的困難與您過去的英語學習經驗有何不同？
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
11. 請問就您過去或現在的英語學習經驗，您認為您最需要幫助或最缺乏及最困難的地方在哪？（也可寫下您個人的英語學習經驗心得）
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
四、教育期望量表
請針對您目前對孩子的英文課業與學習狀況實際要求圈選

1. 會要求孩子的英語成績在團體中表現優異 1 2 3 4 5
2. 會要求孩子參加英文相關比賽 1 2 3 4 5
3. 對於孩子的英文成績非常在意 1 2 3 4 5
4. 會要求孩子在日常生活中使用英語 1 2 3 4 5
5. 會要求孩子在課後增加其他英文學習機會 1 2 3 4 5
6. 會告訴孩子英文是很重要的科目 1 2 3 4 5
7. 會跟孩子說明英文在未來的重要性 1 2 3 4 5
8. 會要求孩子多接觸英語文化與社會 1 2 3 4 5
9. 會要求孩子的英語比其他成績好 1 2 3 4 5
10. 會希望孩子將來能到英語系國家留學或遊學 1 2 3 4 5

五、課業參與情形
請針對您目前對孩子的英文課業與學習實際狀況回答

1. 會陪孩子一起學習英文，如：聽英文 1 2 3 4 5
2. 會教導孩子學習英文的方法或技巧 1 2 3 4 5
3. 會主動與孩子一起複習或預習英文功課 1 2 3 4 5
4. 對於孩子英文教育方面的支出會盡力支持 1 2 3 4 5
5. 會主動詢問孩子是否有英語學習上的困難 1 2 3 4 5
6. 孩子英文學習上的困難，會想辦法或找人解決 1 2 3 4 5
7. 會找機會與孩子的英文老師（校內或校外）溝通 1 2 3 4 5
8. 除了簽英文聯絡本外，會主動檢查孩子的英文作業 1 2 3 4 5
9. 放學後，會與孩子聊到學校或補習班所發生的事情 1 2 3 4 5
10. 會為孩子營造英文學習環境，如：在家與孩子說英語等 1 2 3 4 5
11. 對於孩子的英文學習內容或考試，會幫忙複習或檢查錯誤 1 2 3 4 5
12. 會為孩子額外訂閱或購買英文方面的書籍、雜誌或報紙等 1 2 3 4 5
13. 會主動參與孩子校內或校外所舉辦的英語相關活動（如萬聖節） 1 2 3 4 5
14. 會安排孩子參加英語相關活動（如英語夏令營） 1 2 3 4 5
15. 請問就您在參與孩子課後英文輔導時，您是否有遇到何種困難？或是需要協助與欠缺的資源？請您說明

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

16. 請問您認為影響您是否參與孩子課後英語輔導的原因為何？

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

本問卷結束。謝謝您的回答

若您對此研究的研究結果有興趣，可留下您的電子信箱，待此論文完成後可以電子郵件方式 e-mail 給您本研究結果之摘要。感謝您的協助。

E-mail:_______________________________________________________
Appendix B
Questionnaire in Pilot Study (English Version)

Dear participant:

This is a study investigating parents’ English learning experience and parents’ involvement in and expectation of children’s’ English education. The questionnaire should be filled out by the parent who is mainly responsible for children’s English learning. Please answer the questions based on your personal experience in English learning. Your answers and personal data are used for academic purpose only.

Advisor: Dr. Vincent W. Chang and Dr. Chien-ju Chang
Graduate: Yi-fei Wu

Department of English, NTNU

Part One: Background Information

1. Sex:
   (1)□ Male         (2)□ Female

2. Educational Level:
   (1)□ Not graduated from elementary school
   (2)□ Graduated from elementary school
   (3)□ Graduated from junior high school
   (4)□ Graduated from senior high school
   (5)□ Graduated from college
   (6)□ Graduated from graduate program (master or Ph.D. degree)

3. Age :
   (1)□ 20 to 29 years old   (2)□ 30 to 39 years old   (3)□ 40 to 49 years old
   (4)□ 50 to 59 years old   (5)□ older than 60 years old

4. What is your relationship with the learner?
   (1)□ Father and son        (2)□ Father and daughter (3)□ Mother and son
   (4)□ Mother and daughter   (5)□ Other relationship ________

5. Are you the main instructor of children’s schoolwork?
   (1)□ Yes   (2)□ No

Part Two: English Learning Experience

Strongly disagree = 1, disagree = 2, no comment = 3, agree = 4, strongly agree = 5
1. Memorizing English vocabulary is difficult.  
2. Learning English listening is difficult.  
3. Learning English reading is difficult.  
4. Learning English writing is difficult.  
5. Learning English speaking is difficult.  
6. Learning English grammar is difficult.  
7. Learning English culture is difficult.  
8. In whole, learning English is difficult.  
9. I think my English ability is good.  
10. Learning English is fun.  
11. Learning English brings me the sense of achievement.  
12. Learning English brings me the sense of frustration.  
13. In whole, I like to learn English.  
14. If not for the needs for job, I would not like to learn English.  
15. My current learning experience in English is good.  
16. My past learning experience in English is good.  
17. I talk about my past English learning experience with my child.  
18. I strengthen my child’s English ability based on my past English learning difficulties.  
19. I instruct my child’s English based on my past English learning experience.  
20. I help my child to learn English with my past effective learning methods.  

Part Three: Personal English Learning Experience  
1. When is your starting time of learning English?  
   (1)□ Before elementary school   (2)□ Elementary school   (3)□ Junior High school  
   (4)□ Senior high school   (5)□ College   (6)□ after having a job  
   (7)□ Others ____________________  
2. What is your total time of receiving formal English education?  
   (1)□ Within 3 years   (2)□ 3 to 6 years   (3)□ 6 to 10 years   (4)□ more than 10 years  
3. What is your total time of receiving formal and informal English education?  
   (1)□ Within 3 years   (2)□ 3 to 6 years   (3)□ 6 to 10 years   (4)□ more than 10 years  
4. Do you have English learning experience in the past three years?  
   (1)□ No  
   (2)□ Yes. The method is ______________________________  
5. What are the English learning methods that you have ever used?  
   (1)□ Read English magazines, newspaper or novels.  
   (2)□ Watch English programs, movies or sitcoms.  
   (3)□ Watch English teaching programs or videos.
(4) Listen to English radio, news or programs. (5) Look up dictionary frequently.
(6) Memorize more English vocabulary. (7) Read aloud.
(8) Make foreign pen pals. (9) Others ________________

6. What are the English learning materials that you have ever used?
(1) English magazines (2) English newspaper (3) English novels
(4) English movies, sitcoms or programs
(5) English teaching programs or videos (6) English radio programs
(7) Reference books (8) Others ________________

7. Which English learning materials are more effective to you?
(1) English magazines (2) English newspaper (3) English novels
(4) English movies, sitcoms or programs
(5) English teaching programs or videos (6) English radio programs
(7) Reference books (8) Others ________________

8. What are your accesses for informal English education?
(1) Attend English cram schools or institutions.
(2) Read English magazines, newspaper or novels.
(3) Listen to English radio or programs.
(4) Others ________________

9. Have you ever taken any English tests?
(1) No.
(2) Yes. The name of the test: ___________________
The Level of the test: ___________________

10. What are the differences between your English learning difficulties and your child’s English learning difficulties?
________________________________________________________________________
________________________________________________________________________

11. According to your past or current English learning experience, what is the most difficult part of English learning for you? Or what assistances or resources do you need most during the process of learning English? (Or write down your personal English learning experience)
________________________________________________________________________
________________________________________________________________________

Part Four: Parental Expectation of Children’s English education

Never = 1, seldom = 2, sometimes = 3, usually = 4, always = 5

1. I ask my child to perform well in English in the class. 1 2 3 4 5
2. I ask my child to join English related contests. 1 2 3 4 5
3. I care about my child’s English scores. 1 2 3 4 5
4. I ask my child to use English in their daily life. 1 2 3 4 5
5. I ask my child to seize more English learning opportunities after class. 1 2 3 4 5
6. I tell my child that English is a very important subject. 1 2 3 4 5
7. I tell my child the importance of English in their future. 1 2 3 4 5
8. I ask my child to contact know more about English culture and customs. 1 2 3 4 5
9. I ask my child to perform better in English than in other subjects. 1 2 3 4 5
10. I hope my child can go to English countries to study. 1 2 3 4 5

Part Five: Parental Involvement in Children’s English education

Never = 1, seldom = 2, sometimes = 3, usually = 4, always = 5

1. I accompany my child to study English. 1 2 3 4 5
2. I transmit English learning skills or methods to my child. 1 2 3 4 5
3. I help my child to preview or review English lessons. 1 2 3 4 5
4. I pay extra fee for my child’s English learning. 1 2 3 4 5
5. I ask whether my child have learning difficulties in English automatically. 1 2 3 4 5
6. I do my best to solve my child’s difficulties in English learning. 1 2 3 4 5
7. I like to communicate with my child’s English teachers. 1 2 3 4 5
8. I check my child’s English schoolwork automatically. 1 2 3 4 5
9. I talk about what happened in class with my child. 1 2 3 4 5
10. I create English environment for my child. 1 2 3 4 5
11. I examine the errors in my child’s English schoolwork. 1 2 3 4 5
12. I subscribe English magazines or newspaper for my child. 1 2 3 4 5
13. I attend my child’s English activities in school. 1 2 3 4 5
14. I encourage my child to attend English-related activities. 1 2 3 4 5
15. When instructing or facilitating children’s English schoolwork, what kinds of difficulties have you encountered and what resources or assistance do you need?

________________________________________________________________________
________________________________________________________________________

16. What are the factors that decide whether you get involved in children’s English schoolwork or not?

________________________________________________________________________
________________________________________________________________________

This is the end of the questionnaire.
Thanks for your cooperation
Appendix C

Questionnaire in Formal Study

親愛的家長您好:

本人目前正著手於碩士論文之資料收集，希望透過這份問卷能了解您對於英語學習之意見與經驗分享。本問卷請家中主要負責小朋友課業學習的家長填寫。請依您的實際以往英語學習經驗作答，作答內容以個人認真為主。此問卷採取不記名方式作答，不涉及隱私。問卷內容僅供學術參考之用，絕不對外公開，請您安心作答。您的回答對於我的研究有相當大的幫助，感謝您的合作與協助。

國立台灣師範大學英語學系碩士班
指導教授：張武昌 教授、張鑑如 教授
研究生 吳憶妃 98年04月

一、個人基本資料
1. 性別：
   (1)□男  (2)□女

2. 最高學歷：
   (1)□未就學或小學肄業  (2)□小學畢業  (3)□國中畢業  (4)□高中或高職畢業
   (5)□專科畢業或大學畢業  (6)□研究所(碩士、博士)畢業

3. 職業(請勾選)：

<table>
<thead>
<tr>
<th>1 □</th>
<th>2 □</th>
<th>3 □</th>
<th>4 □</th>
<th>5 □</th>
</tr>
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<tbody>
<tr>
<td>*大專院校校長</td>
<td>*中小學校長</td>
<td>*一般公務員</td>
<td>*技術工人</td>
<td>*基層勞工</td>
</tr>
<tr>
<td>*大專院校教師</td>
<td>*中小學教師</td>
<td>*鄉鎮市民代表</td>
<td>*店員</td>
<td>*學徒</td>
</tr>
<tr>
<td>*教師</td>
<td>*法師</td>
<td>*批發商</td>
<td>*推銷員</td>
<td>*小販</td>
</tr>
<tr>
<td>*大法官</td>
<td>*檢察官</td>
<td>*代理商</td>
<td>*業務員</td>
<td>*漁民</td>
</tr>
<tr>
<td>*法官</td>
<td>*律師</td>
<td>*警察</td>
<td>*零售員</td>
<td>*臨時工</td>
</tr>
<tr>
<td>*科長</td>
<td>*會計師</td>
<td>*消防隊員</td>
<td>*農夫</td>
<td>*清潔工</td>
</tr>
<tr>
<td>*工程師</td>
<td>*建築師</td>
<td>*金融界正式職員</td>
<td>*廚師</td>
<td>*工友</td>
</tr>
<tr>
<td>*監理人員</td>
<td>*中級公務員</td>
<td>*船舶</td>
<td>*司機</td>
<td>*大樓管理員</td>
</tr>
</tbody>
</table>
| *會議員 | *科長 | *業務 | (非航空及航海) | *工廠或汽機車 *
| *董事長 | *市議員 | *代書 | *裁縫師 | 看管人員 |
| *總經理 | *船長 | *演員 | *美容師 | *服務生 |
| *將領 | *經理 | *服裝設計師 | *理髮師 | *特種行業 |
| *副理 | *襄理 | | | *無業 |
| *警官 | *協理 | | | *家庭主婦 |
| *作家 | *懲教 | | | |
4. 與學童之關係：
   (1) □父子 (2) □父女 (3) □母子 (4) □母女 (5) □其他關係 (請說明) __________

5. 您個人首次接受英語教育之年齡
   (1) □小學前 (2) □小學 (3) □初中/國中 (4) □高中(職) (5) □大學
   (6) □工作後 (7) □其他 ______________ (請說明)

6. 您接受正式學校英語教育之時間 (不含個人自學或個人進修)
   (1) □3 年(含)以內 (2) □3~6 年 (3) □6~10 年 (4) □10 年以上

二、英語學習感受量表
請就您過去的英語學習感受圈選下列問題：

1. 我覺得背誦英語單字詞彙
   非不無 同 同 同 同
   1  2  3  4  5

2. 我覺得學習英語聽力簡單
   非不無 同 同 同 同
   1  2  3  4  5

3. 我覺得學習英語閱讀簡單
   非不無 同 同 同 同
   1  2  3  4  5

4. 我覺得學習英語寫作簡單
   非不無 同 同 同 同
   1  2  3  4  5

5. 我覺得學習英語口說簡單
   覺得學習英語文法簡單
   非不無 同 同 同 同
   1  2  3  4  5

6. 我覺得學習英語文化習俗簡單
   非不無 同 同 同 同
   1  2  3  4  5

7. 整體而言，我覺得學習英語簡單
   非不無 同 同 同 同
   1  2  3  4  5

8. 我認為我的英文能力不錯
   非不無 同 同 同 同
   1  2  3  4  5

9. 我覺得學習英語很有趣
   非不無 同 同 同 同
   1  2  3  4  5

10. 我覺得學習英語可以帶給我成就感
    非不無 同 同 同 同
        1  2  3  4  5

11. 整體而言，我喜歡學習英語
    整體而言，我喜歡學習英語
        1  2  3  4  5

12. 過去或現在生活中接觸英語的經驗很愉快
    過去或現在生活中接觸英語的經驗很愉快
        1  2  3  4  5

13. 請問您過去或現在的英語學習經驗，您認為您最需要幫助或最缺乏及最困難的地方在哪？（也可寫下您個人的英語學習經驗心得）

四、教育期望量表
請針對您目前對孩子的英文課業與學習狀況實際要求圈選

1. 會要求孩子的英語成績在團體中表現優異
   難有通總 不少時常 好如如如 如 此此此此
        1  2  3  4  5

2. 會要求孩子參加英文相關比賽
   難有通總 不少時常 好如如如 如 此此此此
        1  2  3  4  5
3. 對於孩子的英文成績非常在意  1  2  3  4  5
4. 會要求孩子在日常生活中使用英語  1  2  3  4  5
5. 會要求孩子在課後增加其他英文學習機會  1  2  3  4  5
6. 會告訴孩子英文是很重要的科目  1  2  3  4  5
7. 會跟孩子說明英文在未來的重要性  1  2  3  4  5
8. 會要求孩子多接觸英語文化與社會  1  2  3  4  5
9. 會要求孩子的英語比其他科目成績好  1  2  3  4  5
10. 會希望孩子將來能到英語系國家留學或遊學  1  2  3  4  5

五、課業參與情形
請針對您目前對孩子的英文課業與學習實際狀況回答

1. 會陪孩子一起學習英文，如：聽英文  1  2  3  4  5
2. 會教導孩子學習英文的方法或技巧  1  2  3  4  5
3. 會主動與孩子一起複習或預習英文功課  1  2  3  4  5
4. 會主動詢問孩子是否有英文學習上的困難  1  2  3  4  5
5. 孩子英文學習上的困難，會想辦法或找人解決  1  2  3  4  5
6. 會找機會與孩子的英文老師（校內或校外）溝通  1  2  3  4  5
7. 除了簽英文聯絡本外，會主動檢查孩子的英文作業  1  2  3  4  5
8. 會為孩子營造英文學習環境。如：在家與孩子說英語等  1  2  3  4  5
9. 對於孩子的英文學習內容或考試，會幫忙複習或檢查錯誤  1  2  3  4  5
10. 會為孩子額外訂閱或購買英文方面的書籍、雜誌或報紙等  1  2  3  4  5
11. 會主動參與孩子校內或校外所舉辦的英語相關活動（如萬聖節）  1  2  3  4  5
12. 會安排孩子參加英語相關活動（如英語夏令營）  1  2  3  4  5
13. 請問在您輔導與教導孩子英語學業時，是否有遇到何種困難？或是在輔導孩子英語課業時需要何種協助與欠缺的資源？請您說明

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

14. 請問您認為影響您是否輔導或教導孩子英語學業的原因為何？

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

本問卷結束。謝謝您的回答
若您對此研究的研究結果有興趣，可留下您的電子信箱，待此論文完成後可以電子郵件方式 e-mail 給您本研究結果之摘要。感謝您的協助。
E-mail: ________________________________________________

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Appendix D

Questionnaire in Formal Study (English Version)

Dear participant:

This is a study investigating parents’ English learning experience and parents’ involvement in and expectation of children’s English education. The questionnaire should be filled out by the parent who is mainly responsible for children’s English learning. Please answer the questions based on your personal experience in English learning. Your answers and personal data are used for academic purpose only.

Advisor: Dr. Vincent W. Chang and Dr. Chien-ju Chang
Graduate: Yi-fee Wu

Department of English, NTNU

Part One: Background Information

1. Sex:
   (1) Male (2) Female

2. Educational Level:
   (1) Not graduated from elementary school
   (2) Graduated from elementary school
   (3) Graduated from junior high school
   (4) Graduated from senior high school
   (5) Graduated from college
   (6) Graduated from graduate program (master or Ph.D. degree)

3. Occupation:

<table>
<thead>
<tr>
<th>1 □</th>
<th>2 □</th>
<th>3 □</th>
<th>4 □</th>
<th>5 □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal/teachers in college</td>
<td>Principal/teachers in high school</td>
<td>Junior government employees</td>
<td>Technicians</td>
<td>Labors</td>
</tr>
<tr>
<td>Doctors</td>
<td>Judges</td>
<td>Government employees</td>
<td>Clerks</td>
<td>Vendors</td>
</tr>
<tr>
<td>Grand justice</td>
<td>Justices</td>
<td>Representatives of towns</td>
<td>Salesmen</td>
<td>Fishermen</td>
</tr>
<tr>
<td>Scientists</td>
<td>Lawyers</td>
<td>Wholesalers</td>
<td>Farmers</td>
<td>Temporary workers</td>
</tr>
<tr>
<td>Legislators/ supervisors/ examiner in government system</td>
<td>Accountants</td>
<td>Policemen</td>
<td>Chefs</td>
<td>Cleaning workers</td>
</tr>
<tr>
<td>Senior government employee</td>
<td>Engineers</td>
<td>Fire fighters</td>
<td>Drivers</td>
<td>Factory workers</td>
</tr>
<tr>
<td>Generals</td>
<td>Architects</td>
<td>Bank tellers</td>
<td>Tailors</td>
<td>Servants</td>
</tr>
<tr>
<td>*Principal/teachers in high school</td>
<td>*Assistants</td>
<td>*Fire fighters</td>
<td>*Tailors</td>
<td>*Police</td>
</tr>
<tr>
<td>*Engineers</td>
<td>*Managers</td>
<td>*Bank tellers</td>
<td>*Drivers</td>
<td>*Policemen</td>
</tr>
<tr>
<td>*Police officers</td>
<td>*Artists</td>
<td>*Tellers</td>
<td>*Managers</td>
<td>*Firefighters</td>
</tr>
<tr>
<td>*Journalists</td>
<td>*Artists</td>
<td>*Sailors</td>
<td>*Managers</td>
<td>*Police</td>
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<td>*Police officers</td>
<td>*Artists</td>
<td>*Sailors</td>
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<td>*Journalists</td>
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<td>*Artists</td>
<td>*Sailors</td>
<td>*Managers</td>
<td>*Police</td>
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<tr>
<td>*Journalists</td>
<td>*Artists</td>
<td>*Sailors</td>
<td>*Managers</td>
<td>*Police</td>
</tr>
</tbody>
</table>
4. What is your relationship with the learner?
   (1) □ Father and son   (2) □ Father and daughter   (3) □ Mother and son
   (4) □ Mother and daughter   (5) □ Other relationship _________

5. When is your starting time of learning English
   (1) □ Before elementary school   (2) □ Elementary school   (3) □ Junior High school
   (4) □ Senior high school   (5) □ College   (6) □ after having a job
   (7) □ Others ____________________

6. What is your total time of receiving formal English education
   (1) □ Within 3 years   (2) □ 3 to 6 years   (3) □ 6 to 10 years   (4) □ more than 10 years

Part Two: English Learning Experience

Strongly disagree = 1, disagree = 2, no comment = 3, agree = 4, strongly agree = 5

1. Memorizing English vocabulary is easy.  1 2 3 4 5
2. Learning English listening is easy.  1 2 3 4 5
3. Learning English reading is easy.  1 2 3 4 5
4. Learning English writing is easy.  1 2 3 4 5
5. Learning English speaking is easy.  1 2 3 4 5
6. Learning English grammar is easy.  1 2 3 4 5
7. Learning English culture is easy.  1 2 3 4 5
8. In whole, learning English is easy.  1 2 3 4 5
9. I think my English ability is good.  1 2 3 4 5
10. Learning English is fun.  1 2 3 4 5
11. Learning English brings me the sense of achievement.  1 2 3 4 5
12. In whole, I like to learn English.  1 2 3 4 5
13. The learning experience in English is good.  1 2 3 4 5
14. According to your past or current English learning experience, what is the most difficult part of English learning for you? Or what assistances or resources do you need most during the process of learning English?
   __________________________________________________________
   __________________________________________________________

Part Three: Parental Expectation of Children’s English education

Never =1, seldom= 2, sometimes=3, usually=4, always=5
1. I ask my child to perform well in English in the class. 1 2 3 4 5
2. I ask my child to join English related contests. 1 2 3 4 5
3. I care about my child's English scores. 1 2 3 4 5
4. I ask my child to use English in their daily life. 1 2 3 4 5
5. I ask my child to seize more English learning opportunities after class. 1 2 3 4 5
6. I tell my child that English is a very important subject. 1 2 3 4 5
7. I tell my child the importance of English in their future. 1 2 3 4 5
8. I ask my child to know more about English culture and customs. 1 2 3 4 5
9. I ask my child to perform better in English than in other subjects. 1 2 3 4 5
10. I hope my child can go to English countries to study. 1 2 3 4 5

Part Four: Parental Involvement in Children’s English education

Never = 1, seldom = 2, sometimes = 3, usually = 4, always = 5

1. I accompany my child to study English. 1 2 3 4 5
2. I convey English learning skills or methods to my child. 1 2 3 4 5
3. I help my child to preview or review English lessons. 1 2 3 4 5
4. I ask whether my child have learning difficulties in English automatically. 1 2 3 4 5
5. I do my best to solve my child’s difficulties in English learning. 1 2 3 4 5
6. I always like to communicate with my child’s English teachers. 1 2 3 4 5
7. I always check my child’s English schoolwork automatically. 1 2 3 4 5
8. I always create English environment for my child. 1 2 3 4 5
9. I always examine the errors in my child’s English schoolwork. 1 2 3 4 5
10. I always subscribe English magazines or newspaper for my child. 1 2 3 4 5
11. I always attend my child’s English activities in school. 1 2 3 4 5
12. I always encourage my child to attend English-related activities. 1 2 3 4 5
13. When instructing or facilitating children’s English schoolwork, what kinds of difficulties have you encountered and what resources or assistance do you need?

________________________________________________________________________
________________________________________________________________________

14. What are the factors that decide whether or not you get involved in children’s English schoolwork?

________________________________________________________________________
________________________________________________________________________

This is the end of the questionnaire.
Thanks for your cooperation
老師您好：
感謝您在百忙中抽空幫忙。您的幫忙對於我的研究有相當大的幫助。我是研究者吳憶妃，就讀於國立台灣師範大學英語學系碩士班，目前任教於台北市立華江高中。現正著手於碩士論文的資料收集，論文題目為：父母英語學習感受對其子女英語教育期望參與及子女英語成就之影響。希望能藉由此份問卷得到國小六年級學生父母的意見。

請老師幫忙將問卷發放給學生。
(1) 要求學生帶回給家中主要照顧者或課業輔導者填寫(僅需一位)。並要求學生於隔日繳回，統一回收。隨問卷附上聯絡本小紙條方便老師黏貼於學生聯絡本上。
(2) 煩請老師提供學生上學期末英語成績(以數字方式而非等第，如：89)。
(3) 問卷回收後，請老師將問卷依學生座號排列(方便對照學生期末成績)或將學生之期末成績登記於右上角即可。

問卷袋內容物如下:
1. 教師說明一張
2. 麗長問卷 35 份(B4 一張，雙面列印)。
3. 聯絡本紙條 35 份。
4. 學生小禮物 35 份
5. 教師禮物一份

過程中若有任何問題或意見，也歡迎您告訴我或與我聯絡。十分感謝您的幫忙。

聯絡方式:
E-mail: eternity***@hotmail.com
電話：0920-1**-4**(日)  23**-98**(夜)  吳憶妃

十分感謝您的幫忙與協助
Appendix F

Parents' Responses to their most Difficult Parts in English Learning

Question:
According to your past or current English learning experience, what is the most difficult part of English learning for you? Or what assistances or resources do you need most during the process of learning English?

<table>
<thead>
<tr>
<th>No</th>
<th>Responses of Participants</th>
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</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>聽力、口說、文法最難</td>
</tr>
<tr>
<td>30</td>
<td>聽說讀寫</td>
</tr>
<tr>
<td>42</td>
<td>聽力和寫作</td>
</tr>
<tr>
<td>69</td>
<td>文法有點難，我缺乏聽力及寫作</td>
</tr>
<tr>
<td>72</td>
<td>聽力、寫作較困難</td>
</tr>
<tr>
<td>75</td>
<td>1. 聽力的訓練。2. 文章內容所牽扯的文化背景</td>
</tr>
<tr>
<td>87</td>
<td>英文聽力與說，須加強</td>
</tr>
<tr>
<td>103</td>
<td>聽力方面較困難</td>
</tr>
<tr>
<td>129</td>
<td>聽力與寫作能力應多加練習</td>
</tr>
<tr>
<td>133</td>
<td>對聽力覺得有些困難，尤其是連音部分</td>
</tr>
<tr>
<td>153</td>
<td>口音的問題和聽力的問題</td>
</tr>
<tr>
<td>157</td>
<td>聽各式腔調的英文很難</td>
</tr>
<tr>
<td>159</td>
<td>1. 課程無聊，引不起興趣，缺乏互動都是老師唱獨腳戲 2. 單字背太少，不能學以致用 一直惡性循環導致沒有興趣 3. 不敢開口說，聽力訓練不夠</td>
</tr>
<tr>
<td>161</td>
<td>活用的英語，文法及聽力需加強</td>
</tr>
<tr>
<td>173</td>
<td>發音不標準造成聽力不佳，聽力訓練最重要</td>
</tr>
<tr>
<td>176</td>
<td>聽力、寫作</td>
</tr>
<tr>
<td>177</td>
<td>聽力、作文</td>
</tr>
<tr>
<td>204</td>
<td>單字背的太少，聽的機會太少。還有學習英語要持之以恆。</td>
</tr>
<tr>
<td>210</td>
<td>聽說部分須加強。以前學英文是應付考試，而非可用的語言工具。</td>
</tr>
<tr>
<td>243</td>
<td>聽力及表達</td>
</tr>
<tr>
<td>262</td>
<td>英文文法及聽力</td>
</tr>
<tr>
<td>288</td>
<td>文法 聽力</td>
</tr>
<tr>
<td>299</td>
<td>聽力及口說是比較困難的部分，若能常處於英語的環境或英語為第一語言的環</td>
</tr>
</tbody>
</table>
境中，學習效果會比較好

**Writing**

- 11 写作
- 26 我覺得寫出有品質的好的英文文法
- 30 聽說讀寫
- 42 聽力和寫作
- 54 文法寫作
- 62 文法、寫作、文化習俗、閱讀
- 69 文法有點難，我缺乏聽力及寫作
- 72 聽力、寫作較困難
- 129 聽力與寫作能力應多加練習
- 176 聽力、寫作
- 177 聽力、作文
- 230 英語會話 英語寫作是困難的
- 233 平日練習(書寫部分)太少 考試太難
- 236 寫作的文法比較困難
- 237 寫作
- 244 寫作精簡很困難
- 253 文法 作文
  - 閱讀口說最需要幫助，最缺乏寫作與文化，寫作文法最困難。個人經驗：很多時候必須自己多聽多說，需要環境才能聽說讀寫
- 275 寫作的練習
- 282 口說、寫作
- 286 寫作 口說
- 302 英語作文會話

**Grammar**

- 8 聽力、口說、文法最難
- 54 文法寫作
- 59 背文法
- 62 文法、寫作、文化習俗、閱讀
- 69 文法有點難，我缺乏聽力及寫作
- 102 文法方面有待加強
- 136 文法較困難
- 150 最困難的是文法，最缺乏的是環境
活用的英語，文法及聽力需加強
文法
文法 作文
自己文法能力不足及較少機會與他人對話
英文文法及聽力
文法 聽力
文法
文法片語發音

Speaking

聽力、口說、文法最難
聽說讀寫
遇見外國人不敢開口
英文聽力與說，須加強

speaking
1 課程無聊，引不起興趣，缺乏互動都是老師唱獨角戲 2 單字背太少不能學以致用 一直惡性循環導致沒有興趣 3 不敢開口說 聽力訓練不夠

聽說部分須加強。以前學英文是應付考試，而非可用的語言工具。

英語會話 英語寫作是困難的
不敢開口說害怕說錯

缺乏練習環境以及害怕開口

閱讀口說最需要幫助，最缺乏寫作與文化，寫作文法最困難。個人經驗：很多時候必須自己多聽多說，需要環境才能聽說讀寫

口說、寫作

寫作 口說

會話

聽力及口說是比較困難的部分，若能常處於英語的環境或英語為第一語言的環境中，學習效果會比較好

英語作文會話

Memorizing vocabulary

記憶差，單字背不起來，或剛背的單字經一段時間即不熟

我最不會背英文就是我覺得最困難的地方

背單字容易忘記

最困難，單字拼音不知正確與否，最需要幫助，就是背單字，最缺乏就是直接接觸，像填寫此問卷時，遇到外國人時，就會想再次加強，閱讀相關語言。
單字背的太少、聽的機會太少。還有學習英語要持之以恆。
單字難背
如何簡單方式記憶單字

Reading

聽說讀寫
英文看不懂又沒有中文翻譯，英文很難學
文法、寫作、文化習俗、閱讀
閱讀及交談表達的用字與詞彙
英語的翻譯
閱讀口說最需要幫助，最缺乏寫作與文化，寫作文法最困難。個人經驗：很多
時候必須自己多聽多說，需要環境才能聽說讀寫
工作後再到補習班學習，先背熟句子老師再補充相同意思，由淺入深延伸。口
說 OK 但閱讀不行 因為沒教文法。

Pronunciation

發音不標準
因基礎 kk 音標不很熟，遇到較長的單字，拼音則有困難，所以需要辭典或字
典輔助，才能拼出單字
口音的問題和聽力的問題
最困難是發音
首先要學會發音，才是建立信心的開始
文法片語發音

Culture

文法、寫作、文化習俗、閱讀
1. 聽力的訓練。2. 文章內容所牽扯的文化背景
閱讀口說最需要幫助，最缺乏寫作與文化，寫作文法最困難。個人經驗：很多
時候必須自己多聽多說，需要環境才能聽說讀寫
Appendix G

Parents' Responses to their Problems and Difficulties in English Learning

Question:
According to your past or current English learning experience, what is the most difficult part of English learning for you? Or what assistances or resources do you need most during the process of learning English?

<table>
<thead>
<tr>
<th>No</th>
<th>Responses of Participants</th>
</tr>
</thead>
</table>

**Environment**

*Environment for Speaking*

- 2 無練習口語環境
- 12 口說練習
- 18 最缺乏學習環境，沒有練習開口說的機會
- 20 使用英語的環境不多，聽與說便無法進步
- 29 會話練習
- 35 無對話環境
- 122 有人可以英語對話
- 134 以前學習英語，最缺乏的就是對答的經驗
- 141 沒有交談的對象
- 169 學校教育應加強會話以及生活化
- 188 沒有適合的人選可做口語練習
- 189 口說及聽力需有環境較易學習，閱讀方面，應從繪本下手，教生活用語時，應配合文化背景，以免用錯字
- 194 有效的流程與持續的學習，沒有對話的人
- 202 無會談環境
- 203 口說及聽力缺乏環境，學英文環境很重要
- 209 說英語環境有限
- 213 口說練習環境與對象
- 214 說英語的環境
- 215 無法開口說英語
- 227 對話的練習
- 241 在台灣較無練習說英語的機會
- 250 平日無法實際對話，缺乏練習
以目前在台灣的環境，要能提供持續使用英語的環境(例如會話)較不容易，因
而以英語直接與外國人溝通是較需要突破的障礙。
在會話部分缺乏語言的學習環境可練習
自己文法能力不足及較少機會與他人對話
要有說的溝通機會
口說的環境不足
台灣沒有像西方的環境學習，故無法天天說英文
沒有說的環境，文法很難學習

Environment for using English or applying English in life

英語需生活化，常練習、勇於開口說。從小開始學習效果較好。已失去學習的
黃金時期，現在怕開口，學習困難。
無法在日常生活中使用英文
我覺得最困難的是，有些較難的單字少說、少用就容易忘記
不常接觸英文會容易忘記
缺乏生活化
整體環境無法發揮，只有課堂上學習進步有限
應用機會不多
無法在實際環境中運用
缺乏練習的生活環境
英語學習需要一個良好的環境，讓學習者大量暴露在使用英語的生活環境中，
自然而然地學習。
背誦單字方面有些較難的雖背好但很快忘記，除非有常用，缺乏實用方面的經
驗，若能常常有機會用到應對，對英語進步方面一定有很大的幫助
沒有學習應用的環境，故而容易學過就忘
缺乏應用的環境，學習效果無法持續
在日常生活中沒有練習或語言學習的對象
缺乏實用機會
無實用的地方 不常說 怕說
生活化的機會少
無外語實際體驗
情境練習 增加使用英語的機會 使英文生活化習慣化成為慣用的語言之一

Environment for learning

1.寫得、背得多過口語化。2.如能以虛擬實境來學習非母語，應較易提升學習
興趣及意願，進而提高能力，亦較實用。(例如：近來桃園地區實施的英語教
學環境感覺很棒。如在餐廳就讓小孩分組當客人或服務人員)
沒有學習環境
需要有聽、說、讀、寫的環境。但是在學習過程中，相當地缺乏

五年級生，鄉下國中小，英語老師從不教文法，只是念課文，因此對於英語學習覺得非常困難。又沒有按部就班的學習環境，以至於覺得英文是很難的，沒有長時間、持續性的英語學習、使用環境。

因沒有那環境的學習，因而只是背英語，無法能有效學好。

沒有適當的學習情境
生活與工作環境英語的情境學習缺乏(在台灣)
學習英文最佳條件是環境與工作需求
沒有充足的學習環境，要加倍時間去背單字及文法，常常會有心有餘而力不足感

沒有英語的環境，我是指自然的環境而非補習。

專心耐心學習 語言環境之製造
過去因家境清寒住在鄉下，所以缺乏學習環境。現在住在台北學習環境良好，卻因工作繁忙缺乏時間

沒有一個好的環境可以讓所有的小朋友來發揮他們所學，而不是被取笑與責罵中成長。(可以看看新加坡與香港，從公教人員要求做好天寫作文日記)

Environment for practicing English

無好對象可練習
因為學習過程和環境關係，讓我無法找到適當的對象練習。往往背了單字後，沒有複習的方式就忘記了

沒有互動的對象，以致學習始終無法提升

缺乏練習環境以及害怕開口

Others

環境
環境影響很大

最困難，單字拼音不知正確與否，最需要幫助，就是背單字，最缺乏就是直接接觸，像填寫此問題時、遇到外國人時，就會想再次加強及閱讀相關語言。

最困難的是文法，最缺乏的是環境

沒有環境

周邊生活環境很重要
**Teaching and Learning methods**

*Teaching methods and materials*

84 老師教法有問題!!老師教得很爛!!
98 教學不夠認真，無法提高興趣
130 基礎，教學方式

五年級生，鄉下國中小，英語老師從不教文法，只是念課文，因此對英語學習得非常困難，又沒有按部就班的學習環境，以至於覺得英文是很難的。

138 1 課程無聊，引不起興趣，缺乏互動都是老師唱獨腳戲 2 單字背太少不能學以致用 3 單字袋過不夠

159 效用 一直惡性循環導致沒有興趣 3 不敢開口說 聽力訓練不夠

166 教材不好，老師只會照書講

217 老師的教法很重要

289 老師教得很差、台灣的英語學習環境太差、老師的英語程度需加強

293 沒有從小(3-4 歲)開始，沒有適當的環境。以前學校的方法不正確

297 就學時期死背 教英語的老師太死板 一點樂趣也沒有 討厭學習英語 填這份問卷相當痛苦

*Personal learning methods*

90 我覺得個人的學習不是很好

93 以靈活記憶法學習效果最佳(非死背應付考試)

113 死背英文讓我有點困擾

158 學習的方法

178 無法抓到學英文的訣竅

186 以前學習英文比較刻板，現在小孩學習英文的方法較快樂

196 不實用死背書

*Motivation*

14 對英文沒有興趣，所以學習起來效果就很差

80 最主要能找出肯學習的心態及興趣

86 基礎沒有學好，所以無法產生興趣

124 學習英語的動機不夠，孩子大多是被迫學習，直到真正到國外，使用時才更有效

143 鄉下資源缺乏，本身又沒興趣以致英文沒有用心學

152 沒有十足的動力促發學習，所以經常是不持續且片段

228 因為不懂 所以沒興趣
**Persistence and patience**

- 耐心、毅力
- 沒有十足的動力促發學習，所以經常是不持續且片段
- 單字背的太少、聽的機會太少。還有學習英語要持之以恆。
- 恆心是很重要 2. 常會因有惰性而中斷學習
- 專心耐心學習 語言環境之製造

**Others**

- 學習英文由 3-6 歲學習最好，並且不間斷
- 單字多背
- 本人所受教育不足，不懂的地方鼓勵孩子問學校老師或是補習班的老師
- 時間抽不出來，價格偏高(外籍師資缺乏)
- 念書時的英文都只是為了應付考試，很快就忘了
- 沒有時間，工作
- 城鄉差距
- 沒記性
  還好，太多忘記了。只是跟著老師教的學、背。工作、生活中學習 接觸到、應用到就日漸熟悉了。
- 英文基礎未建立好
- 其實台灣有非常多 好的免費資源可以學好英文，如廣播 電視

The most effective way to improve my ability of learning English is to practice more with the foreigners who came from the English countries. In short, the more we practice, the more we improve
Appendix H

Parents’ Responses to their Difficulties in their Involvement in Children’s English education

Question:
When instructing or facilitating children’s English schoolwork, what kinds of difficulties or problems have you encountered and what resources or assistance do you need?

<table>
<thead>
<tr>
<th>No</th>
<th>Responses of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Parents’ English proficiency level</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Pronunciation and Grammar</strong></td>
</tr>
<tr>
<td>11</td>
<td>有時會有一些發音上的問題</td>
</tr>
<tr>
<td>46</td>
<td>不會拼音，聽力聽不懂</td>
</tr>
<tr>
<td>87</td>
<td>不太會自然拼音且文法不太會</td>
</tr>
<tr>
<td>122</td>
<td>因為太久沒有學英語，所以有時會不知道單字或發音正不正確</td>
</tr>
<tr>
<td>158</td>
<td>發音、文法</td>
</tr>
<tr>
<td>160</td>
<td>1. 本身英語的能力，例如發音的正確與否，文法的說明是否詳盡 2. 比較欠缺參考書籍，例如文法等，通常上網查詢</td>
</tr>
<tr>
<td>189</td>
<td>解釋文法是最困難的，還有孩子要問某句話的英文要怎麼說時，沒有參考資料，沒有資源可以查到，雖然 yahoo 字典有些可以查得到，但大部分的句子都查不到</td>
</tr>
<tr>
<td>192</td>
<td>當然有時在和孩子談到英文時都是需要督促她念，但對家長本身來說最大的問題是遇到一些不太會念的單字或是不確定發音的部分常會請她到學校問老師</td>
</tr>
<tr>
<td>257</td>
<td>擔心自己發音不標準影響孩子口說</td>
</tr>
<tr>
<td>282</td>
<td>對文法的了解、營造英語的生活環境</td>
</tr>
<tr>
<td>299</td>
<td>擔心發音不夠標準。若能有發音較正確的人協助效果應會比較好</td>
</tr>
<tr>
<td></td>
<td><strong>Low English Proficiency Level</strong></td>
</tr>
<tr>
<td>2</td>
<td>自己的英文基礎不佳，無法給予孩子正確的輔導</td>
</tr>
<tr>
<td>8</td>
<td>不懂英語</td>
</tr>
<tr>
<td>13</td>
<td>怕自己忘記了</td>
</tr>
<tr>
<td>14</td>
<td>自己的英文程度就很差了，沒有自信可以教孩子英文。</td>
</tr>
<tr>
<td>18</td>
<td>自己的能力也不夠，無法幫小孩英文開口說</td>
</tr>
<tr>
<td>22</td>
<td>英文聽說讀寫都很重要。自己的聽說能力較差，無法用英語和孩子對話，孩子英文的學習需要環境練習。欠缺對話的對象。</td>
</tr>
</tbody>
</table>
基礎可以，太深入就顯感困惑，原因沒繼續研讀
程度不好，無法教導孩子，只能注意課業是否有如期完成
自己不夠強
本身英語能力不足
自己本身語言能力不好
沒信心。補英文
自己是半調子，很難教
因為自己不會英文，因此無法幫助小孩學習或者輔導，所以只好幫小孩請家教
因為本身英文程度不佳，都是爸爸在教
看到英文句子會不懂中文意思
英語基礎不好
本身不直接輔導或教導，尋求師資幫忙，但因本身能力不足，無法熟知學習成果
因本人無讀英語有一段時間，所以遇到很多困難
能力不足只能全然交給補習班老師
覺得孩子學得比我多，以無能力教導
本身英語不強，無法與孩子以英語對答練習，只能將孩子交與補習班作加強
自己本身不懂，只能做督促的動作
本身英文差，幫不上忙，學校英文教的有限，在外補習又怕花錢又沒效果，且負擔很重
常自己也不知道如何解答
英語不流利
因本身學歷不高 又不會英文 無法教他 只好送去學
有時自己也不懂
本身以英語思考的模式或直接以英語進行日常對話的能力較不足
自己的英語能力已無法教導孩子
不會教，也不會找其他資源(不知何處可以尋求協助)只有叫小孩去問老師
因為自己英文都不好，如何指導？
第一缺乏時間，第二本身英語能力不足
自己能力可能不足，教的不一定對
英文不好
英文基礎建立不完全
本身英文程度低
本身能力受限 2.教材找尋不易

Children’s Willingness and Motivation

孩子單字看不懂，催促他背他又興趣缺缺
孩子興趣不佳，強迫學習甚無效果。小孩子的背英文不感興趣，必須用遊戲的方式與小朋友互動練習英文。

小孩坐不住，孩子不專心，不受聽，缺乏學習環境

孩子在學習上似乎遇到瓶頸、挫折，然後學習意願低落。我想和孩子以英文交談，他卻不理不睬

我們父母都希望孩子對英語有興趣學習，但不知為何孩子懼怕英文而產生拒絕補習加強。

孩子欠缺學習熱情，欠缺學習的英語環境；孩子遇到的學習瓶頸往往也是家長的學習困境

孩子的學習意願不強

孩子不專心，懶得背單字

小孩不會感覺到英文重要、實用。小孩缺少發音機會。單字無法速記

小孩本身不想學，沒有耐心，不願去背英文單字。除非學校老師要考試(考單字)

難維持定時定量的學習

孩子不喜歡學習

小孩對英文是否有興趣

孩子較被動

孩子不想聽時必須耐心輔導

孩子不肯主動學習

孩子對英文缺乏興趣，又不想逼迫她們學習，擔心孩子會拒絕學習，因為國中時的我就是這樣。文法要花時間搞懂，所以直接放棄。2. 文法運用能多補充

小孩不願背單字：沒有像英語村的自然環境


Environment

英文聽說讀寫都很重要。自己的聽說能力較差，無法用英語和孩子對話，孩子

英文的學習需要環境練習。欠缺對話的對象。

會話練習的環境

環境

學習語言著重生活化，因此生活化能提高學習意願

學習語言著重生活化，因此生活化能提高學習意願

環境欠缺

孩子不專心，不受聽，缺乏學習環境

孩子欠缺學習熱情，欠缺學習的英語環境；孩子遇到的學習瓶頸往往也是家長的學習困境

練習不夠，缺乏生活情境
孩子考試不錯，但是不太敢開口說英文，覺得現在學校教的英語，仍大多以背誦文法為主，而實上，多說、多交談會是效果最快、較好的方法，而學校有無學習英語的風氣也很重要

無英文環境

單字的背誦總無法順遂的應用

欠缺英語會話方面的資源 英語會話環境

環境因素 家長的程度及經濟上的資源

對文法的了解、營造英語的生活環境

孩子有問題時不敢勇於面對與發問，成功的英語達人多數在國外的環境中長大，而國外人士不會因為你不懂英文來笑你，如果你會英文他們會尊敬你，那就是那無壓力的環境，讓他們能有無壓力的管道去了解與發問。

小孩不願背單字。沒有像英語村的自然環境

Teaching methods and materials

現在的孩子較欠缺課外讀物

小學的教學方式與以前從國中才上英文課的方式及內容不同，小學上英文的效益在認知上會衝突，且國語未打好基礎，使用教材家長並不熟悉。

目前國小英文課程缺乏一套完整的系統與架構，孩子的學習零散，不知如何與校內課程搭配。因此有些家長只好把孩子送到補習班去學英文。

學校教得不夠多，無法多練習，學校進度太快

困難是不知道老師出題的方式與方向

用原英語系課本 單字或內容太難，平日沒有測驗題練習 月考卻出填充或問答 too hard

1. 難以尋找孩子感興趣的英文書籍。2 適合孩子程度而他也感興趣的聽力資源

學校偏重背誦 尤其是單字 未以聽說讀寫的順序進行教學 孩子會排斥英文

學校老師給予的教材需更多元

小學至國中銜接英語課程難易度落差 容易影響孩子學習意願與樂趣

正確的英語單字發音含義。目前網路上奇摩所提供的英語發音，據學校老師說並不正確。

本身能力受限 2. 教材找尋不易

No involvement or assistance

因為我的工作很忙很忙，大多時間是兄長在陪伴功課，所以，不懂的盡量問老師吧

平時聽、寫英文都由姐姐從旁協助教導

從來沒有教過他
目前孩子有參加課外英文教學，依孩子的學習過程，無困難之處，只是文法問題尚有些記不住。（目前教學是依國中課程，孩子較不專注學習）

請英文家教幫忙教學

教導孩子的英語學業，都是以補習為主

英文課業交給補習班

自己不會交給安親班與學校

有困難時英文老師會幫忙解決

兒子自己會想辦法處理困難

不曾教孩子英語課業

我們家長出錢讓孩子上補習班跟專業英語教師學習，若小孩反向譏諷家長英語能力會讓做父母的覺得很…。

教導孩子學習英語課業完全由有經驗的英語課外老師進行輔導與教學，效果不錯

Expenses

校外教學(補習班)學費過高。

費用太高

本身英文差，幫不上忙，學校英文教的有限，在外補習又怕花錢又沒效果，且負擔很重

孩子對學習英語覺得吃力所以興趣缺缺。另外輔助英語的課程費用都很高，實非能力可負擔

環境因素 家長的程度及經濟上的資源

Others

孩子資質限制，心有餘力不足

沒有中文翻譯

只要多背就好

年紀大有代溝

目前尚可

對於英語單字發音，現在小朋友所學的發音，似乎和父母當初所學的發音略有不同，所以都交由學校老師發音為主，有時會查字典或以電子辭典為輔助工具。

以現在資源豐富，甚麼都不缺。主要要主動學習

缺乏經驗

因多數人都是從很小開始學習，對較晚學習的孩童容易造成壓力

外師以美語說明文法，孩子不了解

有，當開始打基礎且孩子完全沒有文法概念時，在傳遞文法概念和教導上，需
要花時間，但孩子不會排斥，且願意學習的心才是最重要的。

需要固定時間練習

怕課業負擔太重無法應付

與老師溝通

如有遇到困難，會與老師適時的溝通

需要有經驗的人教導

年紀較小專心度如不夠輔導效果有限

不太說，也無法問

1. My children didn't like to speak English at home even though they reached a great achievement in English at school. 2. I think we still don't need any assistance or resources so far, because I had made an arrangement for my children learning English since they were in their pre-school age.
Appendix I

Parents’ Responses to the Factors of Parental Involvement

Question:
What are the factors that decide whether or not you get involved in children’s English schoolwork?

<table>
<thead>
<tr>
<th>No</th>
<th>Responses of Participants</th>
</tr>
</thead>
</table>

**Low English proficiency level**

2. 自己的英文發音不好
11. 教錯
13. 自己的能力及孩子的學習態度
14. 沒有太多時間，而且本身英文不好。
20. 英文程度不夠。
22. 自己的英文能力不好，不希望用不標準的語文能力讓孩子的學習是得其反。
39. 看不懂不了解也不會講
42. 寫作的文法不流暢，無法教導孩子作文
44. 不足
48. 能力不夠
82. 能力有限
83. 家長本身英文能力不好，無從教起
86. 自己不會
87. 怕自己英文不好無法教孩子，下班時間
88. 能力不足
90. 因為本身英文能力不好
95. 能力有限
110. 本身程度不好
113. 本身英語能力不足
130. 工作上及所學有限
133. 家長自己能否勝任正確的教導和時間的多寡
134. 以前學的英語，都沒有應用，早就忘光了
135. 自身能力
136. 英語不好
143. 家長本身英文底子不好，有時會期望小朋友英文能用心學
150. 1.自己的英文有限，怕交錯。2.會說英文卻不見得能解釋文法
The lack of time

14 沒有太多時間，而且本身英文不好。
29 孩子的意願及時間配合。
35 沒有多餘時間
36 沒有耐心，因為滿腦子都是工作，以免被 fire 掉
87 怕自己英文不好無法教孩子，下班時間
93 工作太忙
130 工作上及所學有限
133 家長自己能否勝任正確的教導和時間的多寡
137 為了工作也沒有時間輔導也是靠自己努力
Parents attitudes towards English

For future academic performance or career
61 考上好學校
117 將來出來社會會有幫助
236 有基本的語文能力，可以應用在人際溝通上 出國旅遊進修及吸取新資訊
242 讓孩子將來具有世界觀及將來出國留學必備條件
280 出國念書
302 對日後的升學與將來的就業有非常大的幫助

The significant role of English in the world
30 跟不上時代的進步
112 會說英文已是全世界共通語，如果自己的小朋友可琅琅上口。那多好
153 有國際觀
160 本身認為英語學習的必要性
173 英文未來太重要了，應成為官方語言。
181 因英文在現在社會是一門重要的語言
227 對於英文學習的興趣及英文的重要性
269 英文是國際語言
287 因為英語是國際語言
292 英文是國際上通用的語言，所以我教導孩子英文是很重要的第二國語言
Others

77 想望孩子能多長一種語言
138 畢竟英語並不是本國主要語言，因此大都交由學校老師或是補習班輔導，家長
175 報不介意
上英文課的實用性，且經過幾年後升上國中的學生，英文程度真的有提升嗎？還
192 是補習班更多了。
220 將來競爭力的問題

Environment

17 學習環境不好
26 我想為小孩子創造一個練習英文的環境
84 沒有環境
98 環境欠缺
109 生活中缺乏英文的環境，無法讓大家自然以英文交談
114 沒有互相說話(話題的對象)
142 無英文學習環境
156 環境影響很大
178 環境
196 環境及學風
202 無英文環境
233 英語環境不佳
238 周遭環境
297 時間少 環境氛圍培養不易
303 1.其他課業過重 影響教導時間 2.英文環境不足 3.以應付考試為主
291 很少用到，接觸少

Children’s willingness, motivation and achievement

13 自己的能力及孩子的學習態度
29 孩子的意願及時間配合。
32 孩子不夠認真
103 視孩子的興趣
158 小孩無法理解及認識的字彙太少
167 小孩學習有困難時
204 小孩本身對於學習英語的態度
孩子的學習動力
若英語成績不佳時
當孩子無法自行準備考試或考試成績低落時
看他表現
孩子的配合度不夠高，時常造成觀念上的衝突進而影響親子關係
孩子是否有興趣
孩子本身的學習意願
孩子學習意願
孩子對英語學習興趣不高

Teaching methods and school policy
有時不太清楚考題方向，不知怎麼給他練習
英文課本的內容，國小教學只是單字背法及課文，一般教師教學沒有從基本上教，有些同學背單字也是在旁填寫注音，無法背起單字及正確讀出。(p.s.孩子因有課外補習英文，是從 kk 音標教起，現在會念也會拼單字，很容易)
學校課程不足
學校進度太快，但教學時間短不夠深入
學校老師教的太快 上課時數太少

Others
沒有中文翻譯
英文是循序漸進的東西，一下子給太多或是太難，孩子容易抗拒，這是很可惜的
希望他可以輕鬆地學習英語，而不認為英文是個困難的科目
只有聽錄音帶
加強孩子的英文
孩子從未有問題提出，我很少發問，主動關心只會徒增其不滿
不只英文 每科都要均衡發展
過去孩子沒學過的，但因轉學有些銜接不上，讓孩子較有挫折。
希望孩子能有較輕鬆自在的童年 不要有太多的學習壓力 但應有健康的人格特質
學習英文(也包括很多其他事物)不用"教"而用"引導"可能會更好
1. My children will establish their capacity to communicate with the whole world and improve the potential to the environment when they grow up.

1. My children will establish their capacity to communicate with the whole world and improve the potential to the environment when they grow up.
把正確與快樂的學習氣氛建立起來，個人認為應該可以幫助孩子，自己快樂去找答案，而不是在壓力中成長。