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University EFL Freshmen's English Oral Competence Developments and Attitudes toward Their Freshman English In-class Oral Activities

Graduate Student: Cheng-Chun Alan Tsai

Thesis Advisor: Dr. Jung-Han Chen

ABSTRACT

This study investigated university EFL non-English-majored freshmen's in-class and outside-class English oral competence developments (EOCD) and attitudes toward their Freshman English in-class oral activities. In addition, the researcher of the study examined the relationships between university freshmen's EOCD and their attitudes toward their Freshman English in-class oral activities.

A total of 463 freshmen recruited from the Freshman English for Non-English Majors (FENM) program offered in a private university in central Taiwan participated in this study. Three questionnaires written in Chinese were used as the instruments to collect data for the study. They were the Basic Personal Background Information Questionnaire (nine items) to collect the participants' basic personal background information, the EOCD Inventory (forty-two items) to measure their self-rated degrees of in-class and outside-class EOCD, and the Attitudes toward In-class English Oral Activities Questionnaire (twenty-four items) to measure their self-rated attitudes toward Freshman English in-class oral activities. The instruments were administered to the participants by the end of the spring semester in 2010.

The statistical software package SPSS 13.0 for Windows was used to organize and analyze the data collected for the study. The significance decision level was set at $\alpha < .01$ for all the statistical significance tests. First, descriptive analyses were performed to obtain frequency distribution, means, and standard deviations of the questionnaire items. In addition, independent-samples t-tests were used to examine the differences between the participants of high and low English proficiency levels in their

in-class and outside-class EOCD as well as in their attitudes toward their Freshman English in-class oral activities. Then, Pearson correlation analysis was performed to investigate the relationship between the participants' in-class and outside-class EOCD, followed by simple regression analyses to examine the predictive relationships between the participants' attitudes toward Freshman English in-class oral activities and their in-class and outside-class EOCD.

The major findings of the study are presented as follows. First, in general the university freshmen developed their English oral competence (EOC) by engaging in more self-practicing practices in class; however, they seemed to be less likely to self-practice or practice with others outside of class. In addition, the freshmen of the high English proficiency level seemed to engage in more in-class and outside-class English oral activities than those of the low English proficiency level. Second, a positive significant relationship was found between in-class and outside-class EOCD, indicating that the more the freshmen engaged in the in-class English oral activities, the more they would engage in the outside-class English oral activities. Third, the participants' positive attitudes toward the functions and the features of the Freshman English in-class oral activities as well as their positive feelings and pleasant affections in engaging in these activities were found. In addition, the freshmen of the high English proficiency level seemed to show more positive attitudes toward their Freshman English in-class oral activities than their low-proficiency counterparts. At last, freshmen's attitudes toward their Freshman English in-class oral activities were found a statistically significant predictor of their in-class and outside-class EOCD, while attitudes of the high-proficiency freshmen turned out to be a stronger predictor of only their in-class EOCD but their outside-class EOCD compared to their low-proficiency counterparts. To wrap up this thesis, pedagogical implications and suggestions for future research were provided.

Key words: English oral competence developments; Freshman English in-class oral activities; attitudes

大一學生英文口語能力發展及其對大一英文課堂活動之看法

研究生：蔡承均

指導教授：陳中漢 博士

摘要

本研究調查了大一非英文系主修學生於課堂內及課餘時英文口語能力發展及其對於大一英文課堂口語活動之看法。此外，也一並檢驗了大一學生英文口語能力發展與其對於大一英文課堂口語活動看法之間的關係。

共有四百六十三名參與者於台灣中部一所私立大學大一英文課程中募集。本研究使用三份中文問卷作為蒐集資料之工具並提供研究所需。分別是，個人基本資料問卷（九道題目）用以蒐集參與者之基本背景資料；英文口語能力發展問卷（四十二道題目）用以測量參與者於大一英文課堂內和課餘時，英文口語能力發展之自我評估；以及大一英文課堂口語活動看法調查問卷（二十四道題目）用以測量參與者對於大一英文課堂口語活動之看法。問卷已於 2010 年春季期末發放完畢。

本研究使用統計軟體 SPSS 13.0 for Windows 來組織和分析研究所需之蒐集資料。推論性統計皆以 $\alpha < .01$ 作為決定統計結果是否顯著。首先，描述性統計分析用來取得每一選項選填之頻率分佈、平均及標準差。其次，獨立樣本 t 測驗則用來檢驗大一學生於課堂內與課餘時英文口語能力之發展、對大一英文課堂口語活動之看法，於英文高、低能力組之間的差異。而皮爾森相關係數分析則是用來調查課堂內與課餘時英文口語能力發展之間的關係，再使用簡單回歸分析來檢驗大一英文課堂口語活動之看法與大一學生於課堂內及課餘時英文口語能力發展之間的顯著關係。

主要研究結果包括以下幾點。第一，大一學生較會以課堂內自我練習的方式發展其英文口語能力，但似乎不太會在課餘時自我練習或與他人練習；而高能力組的大一學生比低能力組的大一學生更會去參與課堂內及課餘時之英文口語活

動。第二，課堂內與課餘時的英文口語能力發展之間有著顯著正面關聯；意謂著，當大一學生參與較多課堂內英文口語活動時，也會相對地去參與較多的課餘時英文口語活動。第三，參與者不僅對大一英文課堂口語活動之功能及特色有正面看法，在參與活動時也抱持著正面感受及愉快的心情；而高能力組的大一學生似乎比低能力組的大一學生對大一英文課堂活動抱持著更正面的看法。最後，大一學生對於大一英文課堂活動之看法，則是對課堂內及課餘時英文口語能力發展有統計上的顯著預測；然而與低能力組大一學生相比，本研究證實了高能力組大一學生對於大一英文課堂活動之看法，僅對課堂內英文口語能力發展時有較強預測，但對課餘時英文口語能力發展則沒有。本研究也提出了其在英語教學上應用之道及對未來研究方向之建議。

關鍵字：英文口語能力發展；大一英文課堂口語活動；態度



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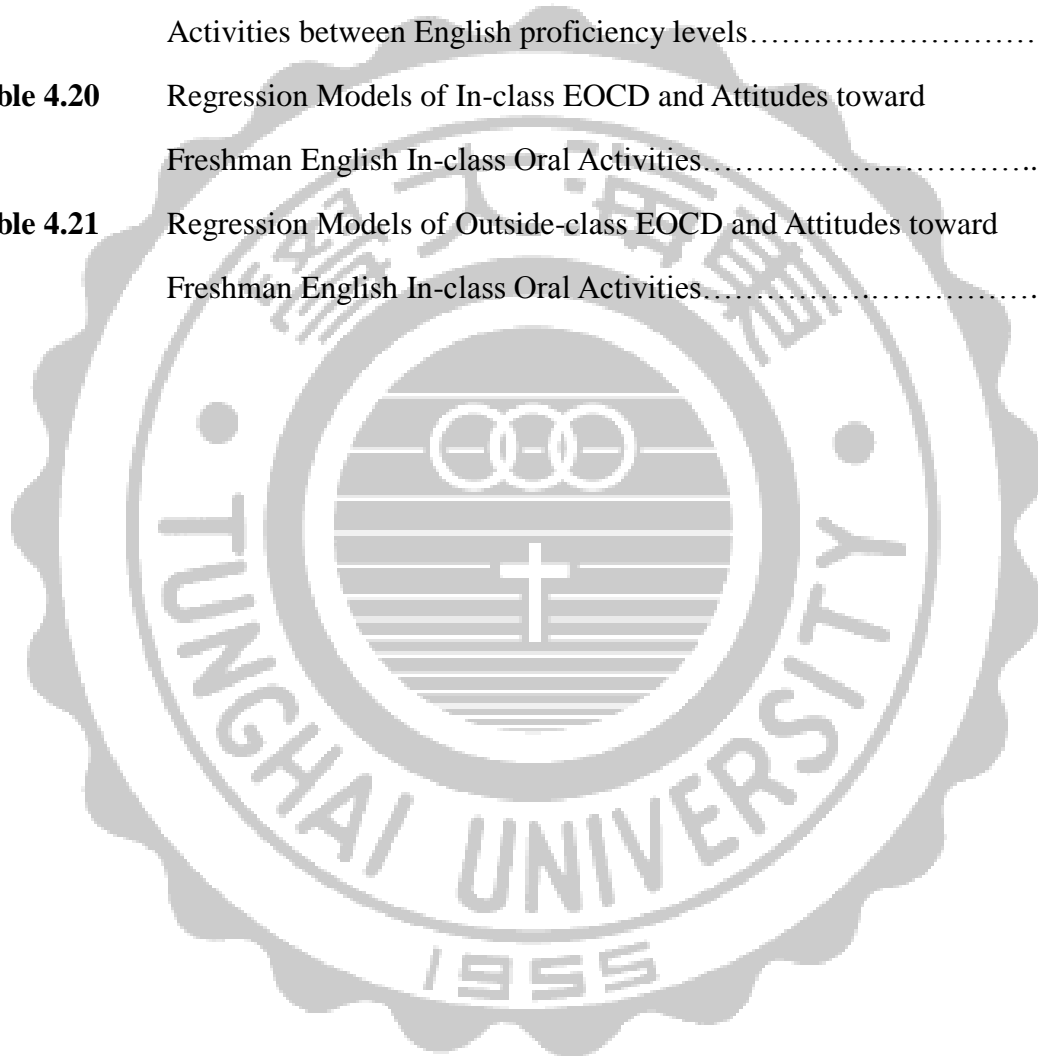


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CHAPTER 1

INTRODUCTION

With great needs for speakers of different native languages to communicate with one another, nowadays English has been used as an international language by many people around the world. In particular, good English oral competence (EOC) seems to be a crucial factor to manifest an English-as-a-second language (ESL) or English-as-a-foreign language (EFL) learner's English proficiency level. Therefore, many ESL/EFL learners keep looking for effective ways to develop their EOC. While emphasizing learners' EOC, some people believe that starting learning English in very young ages can make them perform better and some think that EOC can be improved by training with different kinds of activities, strategies, or methods. Hence, researchers in this field are interested in investigating the relationships among learners' EOC developments, learning processes and learning attitudes while building up their EOC.

Background and Rationale of the Study

Competence may be defined as “a condition or quality of effectiveness, ability, sufficiency, or success” (Elliot & Dweck, 2005, p. 5). From the linguistic aspect, competence is seen as the inherent, internalized knowledge of a language that a speaker possesses and that enables the speaker to construct and understand the language which emphasizes and links to one's oral competence. Moreover, some researchers have viewed oral competence similar to communicative competence, which is a medium used to produce and reach a capable oral communication product (e.g., Devi & Feroz, 2008; Li & Li, 2004; Morreale et al, 2000). Importantly, a person equipped with good oral competence in certain occupations, a computer engineer for example, is likely to be multitalented and competitive in today's job market (Devi & Feroz, 2008), not to mention the crucial needs of good oral competence for ESL/EFL learners. Oral competence, thus, seems to be one of the vital survival needs for various people and it is also a direct, immediate way to demonstrate one's language proficiency level.

In Taiwan, English is generally a foreign language and it is taught as a core course for at least six years in junior high and senior high schools. In 1994 and 1995, the Taiwan Ministry of Education (MOE) published the new national curricula for English teaching in both junior and senior high schools, wherein Communicative Language Teaching (CLT) and its instructional material developments were the main features to focus on. Starting 2001, English teaching officially began with the fifth graders in primary schools while some schools might have jumped the gun by teaching English to students of lower grades. English then gradually became a semi-official language and English education started to extend its important role from the regular high school curriculum to the early years of primary schooling. Clearly, over the last decade the importance of CLT is on the rise and has become a mainstream English teaching approach with a view to enhancing and developing students' EOC. Moreover, many parents eagerly send their children to bilingual or even all-English kindergartens and after-school programs which focus on developing students' English oral and aural competence taking advantage of their young and still flexible learning ages. Under these circumstances, many students have acquired at least a basic level of EOC after being taught and trained for such a long period of time.

Nowadays, the college entrance rate is extremely high in Taiwan, so students have good chances to enter colleges. Innumerable pieces of media news, government reports, and research papers discussed and examined college students' English proficiency levels and learning processes. Among them, several important ideas and issues have drawn the attention of quite a few EFL researchers in Taiwan. For example, Huang (2005) investigated the relationship between college students' English learning motivation and speaking anxiety. Wang (2010) found that there is a strong relationship between English reading materials and college students' English learning and motivation. Likewise, numerous other researchers in Taiwan investigated the relationships among college students' English learning and various learning-related factors such as learning motivation, strategy use, and language proficiency (e.g., Chiang, 2011; Chou, 2003; Chuang, 2010; Huang, 2006; Huang & Lu, 2007; Sun, 2008).

Statement of the Problems

Although CLT has been introduced and incorporated into school curricula in Taiwan, English education is still criticized for its focusing more on grammar-based contents and test-oriented purpose. A great number of EFL learners still learn English in the traditional grammar-based environments which are lack of authentic scenarios and sufficient oral practices. Typically, many high school students have the urgent needs for acquiring good grammar and vocabulary ability in order to get good grades on the English test of the College Entrance Examination and eventually to enter a famous or a national university. The English test of the College Entrance Examination mainly tests students' English reading and writing proficiency. Therefore, without examining students' English oral and aural proficiency, the results of the test might not present a complete profile of students' overall English proficiency (Chung & Huang, 2009; Wang, 2009). Besides, students' English proficiency levels have also been reported dropping significantly after entering colleges. For example, Wang (2008) found that students' vocabulary size declined from around 7,000 words to 3,000 or 4,000 words most likely because the learning materials are too difficult and there are few connections between the materials and their real life. As a result, students might hold negative attitudes toward and have low motivation for learning English.

In Taiwan, English teaching and learning have a long history and they are popular issues for discussion as well. Nowadays, many researchers continue discussing and paying close attentions to various issues related to English education. Compared to the fruitful research domains, such as learning motivation, learning strategies, vocabulary acquisition, reading comprehension, and language assessment, only a limited number of studies have been done to investigate students' EOC or English communicative competence (e.g., Chang, 2001; Chung & Huang, 2009; Huang et al, 2004; Wu, 2006). For instance, Chung & Huang (2009) investigated senior high school students' attitudes towards and perceptions of the classroom instruction with a view to extending the understanding of the implementation of Communicative Language Teaching (CLT) in classrooms. This study found that most of the participants had positive attitudes

towards a more communicative-based language teaching context and suggested that English teaching should focus more on developing students' EOC as a long-term goal. Nonetheless, little research has been done to investigate university students' EOC developments (EOCD) and what they would do to practice or enhance their EOC inside and outside of their English classes remains unknown.

Purpose of the Study

In view of the aforementioned gap in EFL research, the purpose of the present study was to investigate university EFL non-English-majored freshmen's EOCD and attitudes toward their Freshman English in-class oral activities. The investigation of students' EOCD covered oral competence developments both inside and outside of their Freshman English classes. In addition, the researcher of the study examined the relationships between university freshmen's EOCD and their attitudes toward their Freshman English in-class oral activities to see if there was any significant predictive relationship between university EFL freshmen's EOCD and their attitudes toward their Freshman English in-class oral activities.

Research Questions

Given the purpose of the study mentioned above, six research questions were accordingly formulated and addressed in the present study. The six research questions are listed as follows:

1. What are university EFL freshmen's self-rated degrees of their in-class English oral competence developments? Are there any significant differences in the in-class English oral competence developments between students of high and low English proficiency levels?
2. What are university EFL freshmen's self-rated degrees of their outside-class English oral competence developments? Are there any significant differences in the outside-class English oral competence developments between students of high and low English proficiency levels?

3. What are university EFL freshmen's self-rated attitudes toward their Freshman English in-class oral activities? Are there any significant differences in their attitudes between students of high and low English proficiency levels?
4. Is there a significant relationship between university EFL freshmen's in-class and outside-class English oral competence developments?
5. Is there a significant predictive relationship between university EFL freshmen's in-class English oral competence developments and attitudes toward their Freshman English in-class oral activities? If so, does such a relationship vary according to students' English proficiency levels?
6. Is there a significant predictive relationship between university EFL freshmen's outside-class English oral competence developments and attitudes toward their Freshman English in-class oral activities? If so, does a relationship vary according to students' English proficiency levels?

Definition of Terms

This section defines the key terms, including the variables under investigation, to ensure a clear understanding and consistent use of the terms throughout the writing of the thesis. These terms are presented in alphabetical order as follows:

1. Attitudes toward in-class oral activities: In socio-psychology, attitudes are defined as learned evaluations of a person, a place, an article, or an issue that affect one's notion and action. Attitudes may have three different types of components: affect, behavior, and cognition, summarized the acronym ABC (Coon, 2001; Madrid et al, 1993; Weiten, 2001). In this study, university EFL freshmen's attitudes toward their Freshman English in-class oral activities restrictedly refers to students' positive and negative feelings and thoughts about the in-class English oral activities they engage in and were measured by the Attitudes toward In-class English Oral Activities Questionnaire. The questionnaire had twenty-four 5-point Likert-scale items, which were further divided into the following three subcategories: function-oriented, feature-oriented, and affect-oriented. The five responses for

each item rate from “hardly true of me” (1 point), “not true of me” (2 points), “slightly true of me” (3 points), “true of me” (4 points), “very true of me” (5 points) (see Appendix B for the questionnaire used for the main study).

2. English oral competence developments (EOCD): First, English oral competence (EOC) refers to learners’ ability to use English as a tool to orally communicate with others, in which they have to follow certain grammatical rules to form serviceable utterances in English. Accordingly, English oral competence developments (EOCD) refers to the process how learners develop their EOC by being taught and acquiring certain language skills or language learning strategies during a period of time (Guo, 2008). In the present study, university EFL freshmen’s EOCD specifically refers to students’ English oral engagements inside and outside of their Freshman English classes and were measured by a 5-point Likert-scale inventory designed by the researcher and his thesis advisor. The EOCD Inventory featured forty-two items comprising the In-class and the Outside-class EOCD categories. Both categories covered the following three subcategories: individual, interactive, and affective factors. The five responses for each 5-point Likert-scale item rate from “hardly true of me” (1 point), “not true of me” (2 points), “slightly true of me” (3 points), “true of me” (4 points), and “very true of me” (5 points) (see Appendix B for the inventory used for the main study).
3. Freshman English program: The Freshman English for Non-English Majors (FENM) program is a one-year required course with six credits for the majority of freshmen in the selected university in this study. According to the results of the students’ English placement exam, they are required to take either a four-hour regular class without a one-hour language lab class or a four-hour regular class with a one-hour language lab class each week. The FENM program is aimed at enhancing students’ four English skills, i.e., listening, speaking, reading, and writing (retrieved and revised from <http://elc.thu.edu.tw/FENM/fenm01.htm>).
4. In-class English oral activities: They refer to teacher-assigned English oral activities in the FENM program, such as pair and group work, role-plays, dialogues, speeches,

and plays about daily life and other topics teachers feel suitable to use in class. Some oral assignments will be individual, while some will be done in pairs or small groups. For example, a seven to ten minutes long play will be held in the second semester for each level. The freshmen in different groups need to discuss the scripts and the characters, remember their own lines, and then act in front of the whole class. After engaging in various oral activities, the students are expected to use English comfortably for real-life communication inside and outside the classroom, and they are more confident in oral communication in various forms (retrieved and revised from <http://elc.thu.edu.tw/FENM/fenm03.htm>).

Significance of the Study

As mentioned earlier, little research has been done to investigate university students' EOCD. Moreover, the concerns about university students' poor EOC in Taiwan are repeatedly reported by many university English teachers and researchers. Therefore, the researcher of the present study expected to make the following contributions to EFL education and research.

First, it is hoped that the findings of this study can provide a better understanding of university EFL freshmen's in-class and outside-class EOCD as well as their attitudes toward Freshman English in-class oral activities. Second, it is hoped that the findings can provide valuable information for university English freshmen or EFL learners who are eagerly seeking effective ways to enhance their EOC for a long time. Third, it is hoped that the findings of this study can help university Freshman English teachers to modify current curriculums to meet the majority of the students' expectations.

In addition, the researcher of the present study also hoped that the findings of this study can provide informative and inspiring empirical data about university freshmen's EOCD and their attitudes toward Freshman English in-class oral activities in Taiwan. Hopefully, this study can be a medium to draw attention from language researchers and the MOE officials to put in more efforts to investigate students' EOCD and to enhance their EOC in Taiwan.

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of this chapter is to review the research, theoretical framework and empirical studies conducted in the field of oral competence and language learning attitudes. The first section reviews oral competence by classifying the concepts and presenting further definitions, classifications and categorizations from competence to oral competence. Later, it focuses more closely on reviewing studies of English oral competence developments in language education. The second section is an overview of language learning attitude. Different definitions are presented and the studies in ESL contexts, EFL contexts and Taiwan are reviewed in this chapter as well.

An Overview of Oral Competence

Communicative Language Teaching (CLT) has been incorporated into classes for a long period of time in English education, both in ESL and EFL classrooms. For a solid historical background, Chomsky (1965) first raised up the concept of communicative competence by defining it as linguistic knowledge that a native speaker can build up infinite set of grammatical or ungrammatical utterances while speaking, which can also be called as “oral competence”. Later, Hymes and other scholars (e.g., Bachman, 1990; Canale & Swain, 1980; Halliday, 1971; Widdowson, 1978) provided additional concepts to complement Chomsky’s inadequate notion. Besides, definitions of oral competence and supporting research studies are reviewed in the following sections. For instance, Hymes (1972) pointed out that oral competence should include not only one’s implicit or explicit knowledge of the grammar, but contextual or sociolinguistic knowledge used in different contexts. Widdowson (1978) emphasized on the use and usage of oral competence. Canale and Swain (1980) proposed four dimensions of oral competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, which later were widely acknowledged as a main theoretical framework of CLT.

Competence

The concept of competence can be defined from various aspects. The general idea can be seen as the quality of being competent, sufficient, qualified or capable with required skill and knowledge. It is also defined as the ability, the legal authority and the necessities of life. Chomsky (1965) first made a distinction between competence and performance. Competence is known as a language system and the knowledge of a language possessed by native speaker-hearers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences in communication. On the other hand, performance stands for the authentic language productions. Therefore, competence is an ideal native speaker-hearer's knowledge of the language, and it is part of the creative feature of language use. According to Brown (2000b), competence refers to students' fundamental knowledge of the system of a language. It is the nonobservable ability to act, to perform something; further to govern grammar, vocabulary and to fit those pieces of a language together. Hence, how competence is developed has been noticed and studied in both first and second language acquisition fields.

Elliot and Dweck (2005) proposed that competence is related across a wide range of levels, from actual actions to explicit outcomes, to particular patterns of skill and ability, to build characteristics, and to omnibus compilation. Figure 2.1 illustrates out a model of how one's abilities develop into competences, and further into expertise. The model contains five key elements: metacognitive skills, learning skills, thinking skills, knowledge, and motivation which are interactive and influence each other directly and indirectly. For example, metacognition leads to thinking, but thinking facilitates further metacognition. The development in one area does not necessarily lead to in another area, although there may be some transfer. To sum, competence is a multifaceted perception which refers to the skills and abilities a person who has developed, to the degree to which the person is effective in her or his dealings with the surroundings, and to how successfully a person performs (Elliot & Dweck, 2005).

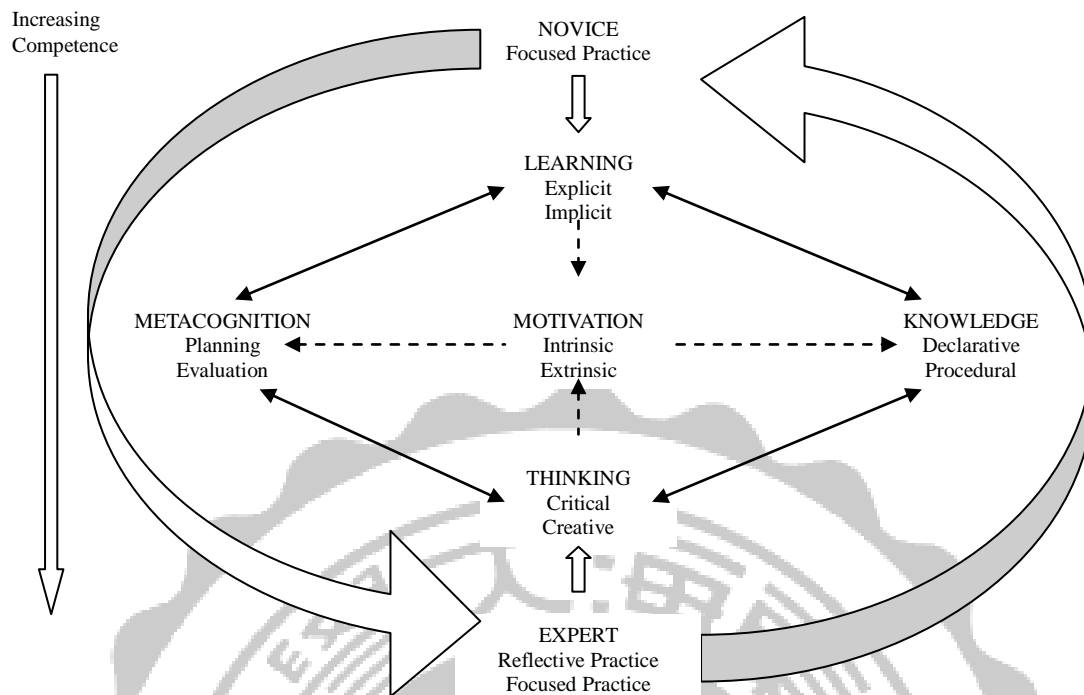


Figure 2.1. The development of abilities into competences, and competences into expertise (Elliot & Dweck, 2005, p. 17)

Communicative Competence

Communicative Language Teaching (CLT), also called “The Notional-Functional Approach”, became the mainstream teaching approach in second/foreign language education and was incorporated into various teaching environments to compensate for the insufficiency of the Audio Lingual Method during the 1970s. From the CLT perspective, the notions of language comprise communicative competence and sociocultural meanings. The functions of language include functional usages, regulatory usages, interactional usages, imaginative usages and representative usages. Hence, scholars and linguists (e.g., Canale & Swain, 1980; Hymes, 1972; Widdowson, 1978) suggested that language teaching should focus more on developing language learners’ communicative competence which responds to Chomsky’s (1965) “linguistic competence”, not merely on mastery of structures of language. For instance, Hymes (1966) first questioned and raised the opposite notions of Chomsky’s (1965) distinction between competence and performance.

Continuously, there were many arguments between linguistic competence and communicative competence in the second and foreign language teaching during years. Scholars and researchers questioned that the peculiarity and variability of language could not be generally comprised in a few grammatical or constructional methods. They considered that language teaching should be based on language learners' needs of communication and their communicative competence. In Linguistics, communicative competence refers to a language user's grammatical knowledge of syntax, morphology, phonology and social knowledge. It is also an ability to use utterances appropriately in different contexts and situations. The theory of communicative competence was developed later and seen as the supplement to Chomsky's (1965) linguistic competence.

Moreover, the emphasis of language teaching and learning shifted from language structures to communicative functions which means being able to communicate required more than mastering linguistic structures. The main purpose of acquiring communicative competence is that language learners are able to use and communicate with social notions in different social situations. Communicative competence was further divided into four dimensions: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale, 1983; Canale & Swain, 1980).

Canale and Swain (1980) indicated that communicative competence (or functional/notional) approach is organized on the foundation of communicative functions (e.g., apologizing or describing) that learners need to acquire and realize that particular grammatical forms may be applied to express these functions properly. They identified three distinctive components of communicative competence: grammatical competence, sociolinguistic competence and strategic competence. Later, Canale (1983) proposed a four-dimensional model of communicative competence and re-defined the components of communicative competence into four aspects (grammatical competence, sociolinguistic competence, discourse competence, and strategic competence) which represented a major theoretical framework of CLT (see Figure 2.2 for the further information).

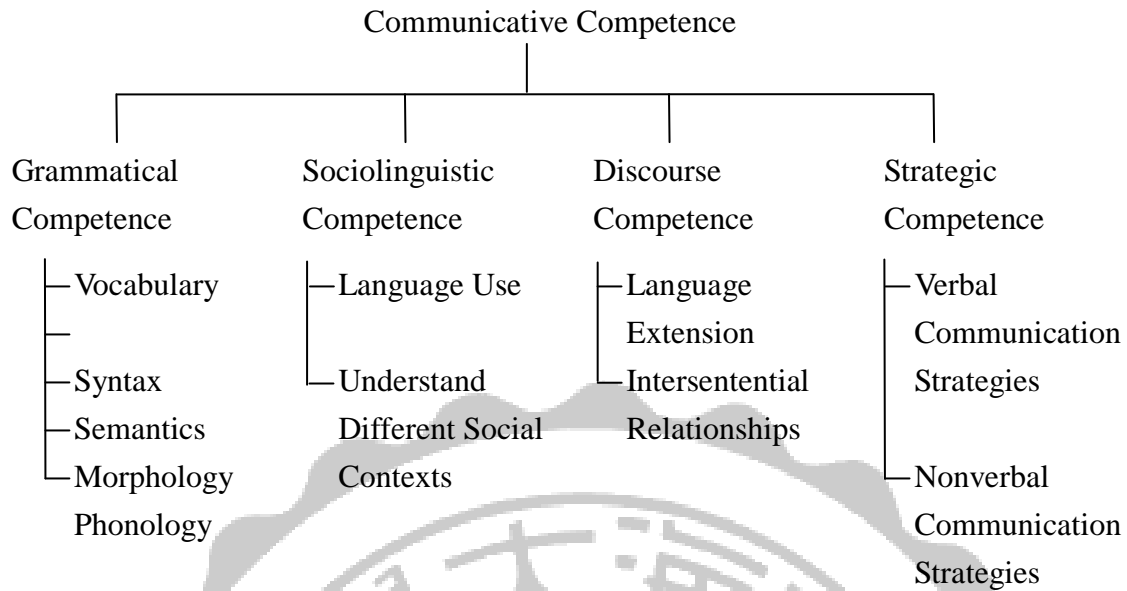


Figure 2.2. Canale and Swain’s aspects and components of communicative competence

As seen in Figure 2.2, grammatical competence refers to what Chomsky (1965) called “linguistic competence” and contains knowledge of lexical items and core components of vocabulary, syntax, semantics, morphology, and phonology. Sociolinguistic competence includes two sets of rules: language use and understand different social contexts. It refers to the knowledge of rules governs the creation and realization in different contexts and the ability to create and realize the utterances appropriately of a language (Canale & Swain, 1980).

According to Canale and Swain (1980), strategic competence is the knowledge speakers have to acquire, including the verbal and nonverbal communication strategies. They use the strategies to maintain communication to be understood and to understand others. Later, Canale (1983) added discourse competence and defined that it is the ability to lengthen discourse and to form series of meaningful utterances, including language extension and intersentential relationships. Speakers know how to distinguish different information from various contexts, to decide the discourse topics, and to use the different sorts of discourse (Brown, 2000b; Safriyani, 2009).

Since Canale and Swain’s model of communicative competence still has been revising over the years, Bachman (1990) provided a modified framework which is based

on Canale and Swain’s model of communicative competence and he renamed it as “language competence”. Language competence, as shown in Figure 2.3, is further divided into organizational competence (grammatical and textual competences) and pragmatic competence (illocutionary and sociolinguistic competences).

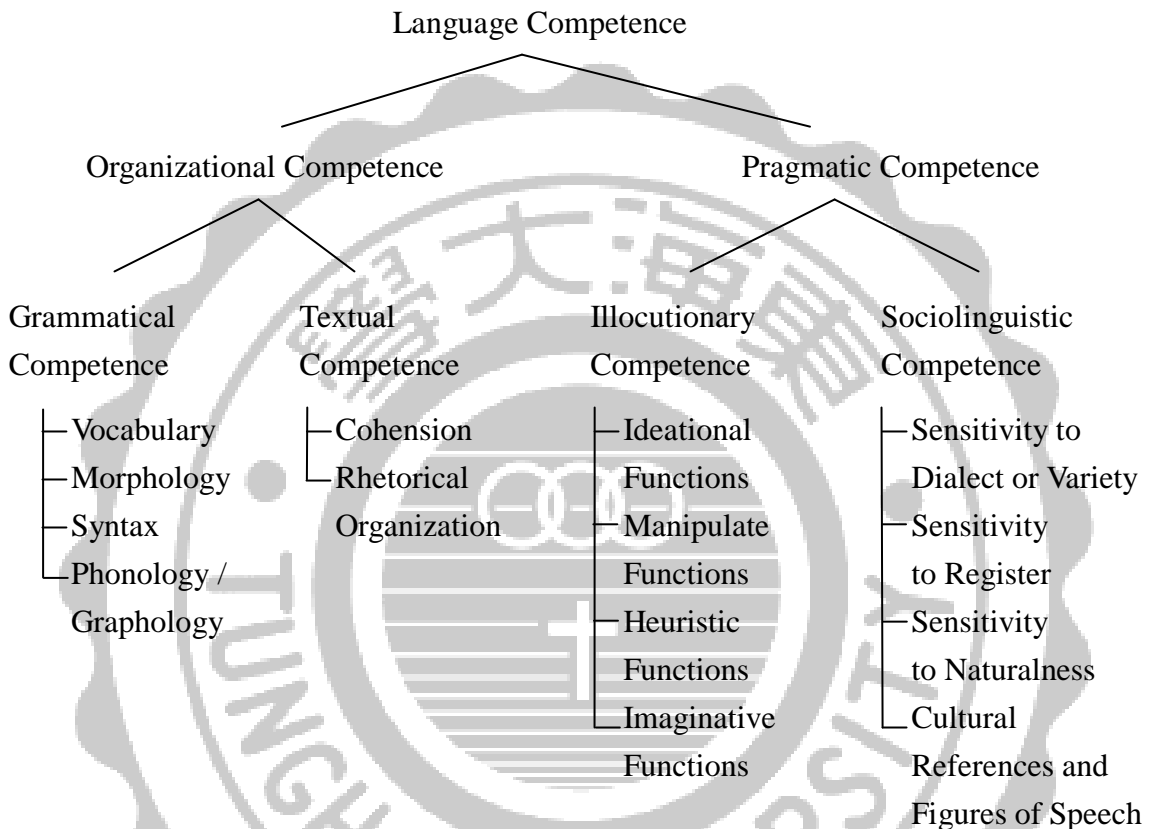


Figure 2.3. Components of language competence (Bachman, 1990)

Figure 2.3 shows that grammatical and textual (discourse) competence separately became two categories under organizational competence: “All those rules and systems that dictate what we can do with the forms of language, whether they are sentence-level rules (grammar) or rules that govern how we string sentence together ([textual])” (Brown, 2000b, p. 248). It can be realized as how we apply grammatical knowledge to combine words, deal with the forms of language and extend the sentences continuously. Furthermore, Bachman also broke down Canale and Swain’s sociolinguistic competence and separated it into two pragmatic categories: illocutionary competence (i.e., functional aspects of language) and sociolinguistic competence “which deals with such a

consideration as politeness, formality, metaphor, register, and culturally related aspects of language” (Brown, 2000b, p. 248).

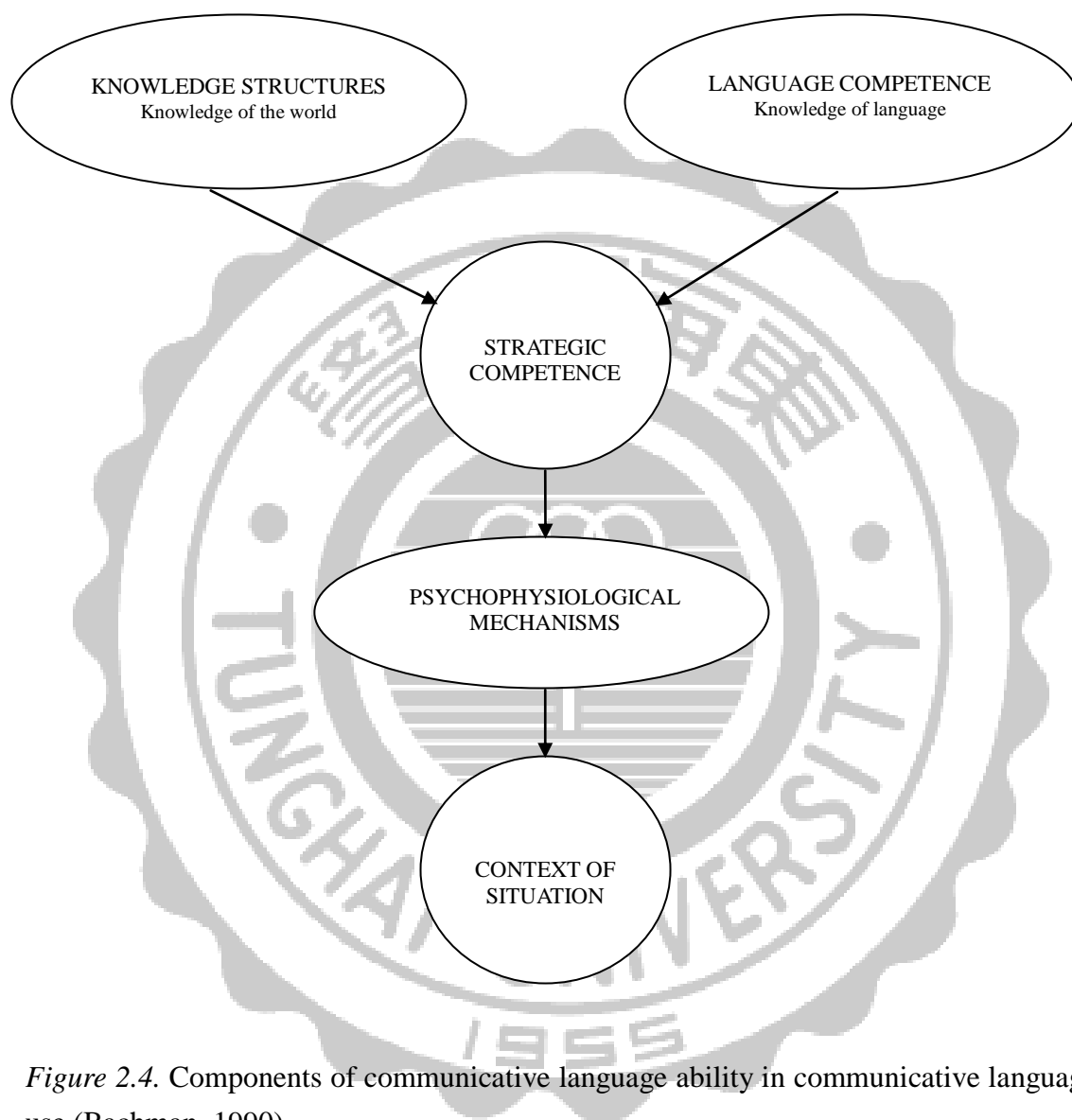


Figure 2.4. Components of communicative language ability in communicative language use (Bachman, 1990)

Figure 2.4 shows that Bachman treated strategic competence as an individual and separated component of communicative language ability. Here, it plays a role as “an executive function of making the final decision, among many possible options, on wondering, phrasing, and other productive and receptive means for negotiating meaning” (Brown, 2000b, p. 248).

Oral Competence

As aforementioned, Communicative Language Teaching (CLT) first appeared and drew lots of scholars' attention in the 1970s. The main purpose and function of CLT are that students can not only produce sentences in class, but also use them when orally "communicating" outside of the classroom or in an authentic social context (Hymes, 1972). Hymes (1972) pointed out that Chomsky's definition toward communicative competence lacked consideration of not providing an explicit position for sociocultural features. He considered that communicative competence facilitates speaker-listeners to express and understand messages and to negotiate meanings interpersonally within particular contexts. It should contain not only implicit or explicit grammatical knowledge, but also contextual or sociolinguistic knowledge in diverse contexts.

Hymes (1972) further raised four types of questions and provided his viewpoints toward communicative competence are: "what is formally possible; what is feasible; what is appropriate in relation to a context in which it is used and evaluated; what actually performed and occurred" (p. 63). Based on his theoretical standpoint, merely acquiring grammatical knowledge is not enough to help individuals participate effectively in an oral communicative situation. Hymes (1972) expanded Chomsky's conception of communicative competence by including both grammatical rules and rules of language use, which emphasizes a social, interactive, and negotiating process of language, and learners must learn to speak not only grammatically, but also appropriately. Later, Widdowson (1978) pointed out that students might not be able to communicate by simply mastering linguistic structures, and he (1990) again stated that this transform could be seen as a shift from a linguistic-centered or grammar-centered approach to a Communicative Approach (cited in Larsen-Freeman, 2000).

From the linguistic aspect, linguistic competence is that speakers possess the inherent and internalized knowledge of a language and it enables them to create and recognize the language. Therefore, linguistic competence narrows down to speakers' implicit and unconscious knowledge of creating and recognizing an infinite set of sentences and structures of a language, and that language can be spoken creatively,

which can also be seen as “oral competence” (Fromkin & Rodman, 1998; Hymes, 1972). Fromkin & Rodman (1998) defined that oral competence is the knowledge of a language and it helps a person to put words together to form phrases, and phrases to form sentences, which infers to an ability to create and realize new sentences never heard and spoken before.

According to Canale and Swain (1980), oral competence is comprised of four components: phonology, syntax, semantics and morphology. Fromkin and Rodman (1998) presented the definitions of these four components which are listed as follows. First, phonology is the study of the sound system of all languages and it is speaker’s mental grammar of the sounds and sound patterns. It contains phonetic and phonemic units and rules to combine and to pronounce units. Second, syntax refers to speakers’ understanding of phrases structures and sentences structures. It is the mental grammar and the rules to form sentences. The third component, semantics, is the study of the linguistic meaning of morphemes, words, phrases, and sentences. The last component, morphology, is the study of words’ structures and the rules of how to form words grammatically. Hedge (2000) further emphasized that oral competence is the crucial part of communicative competence and it is “knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics” (p.47).

To sum up, a person’s linguistic knowledge can be seen as linguistic competence, and it can also be widely defined as one’s oral competence which is the proficiency to produce and to reach a capable oral communication product (Li & Li, 2004; Morreale et al, 2000) and the abilities to use language correctly in a given social context. Oral competence also includes knowing what is orally competent and the abilities to produce and reach a proficient oral communication outcome. A learner needs knowledge of the linguistic forms, meanings and functions (Shan & Su, 2000). Besides, some researchers consider that oral competence shares the similar meanings or it is under category of communicative competence, which is that the oral communicative competence in speaking and listening and the required ability to learners’ academic,

personal, and professional success in their real life (Morreale et al, 2000). Hence, being competent in oral communication is an essential competence for not only students but also working adults. A student or an employee with a good oral communicative competence will be seen as more competitive and more valuable compared to others (Allen, 2002; Devi & Feroz, 2008; Morreale et al., 2000).

Language Developments

Human developments can be seen and explained into physical development (the changes of the body), personal development (the changes of one's personality), social development (the changes of interacting from individual to other people), and cognitive development (the changes of thinking). As emphasizing the concepts in educational or psychological aspects, many experts and researchers have raised their own theories, definitions, or viewpoints toward developments. For instance, Piaget (1964) defined development as the constructive process of knowledge, and learning is the inactive formation of linking the knowledge (cited in Woolfolk, 2007). While mentioning language development, he (1969) believed that it is the production from children's interaction with the real world, and the interaction between their growing cognitive competences and experiences (cited in Woolfolk, 2007). Children's current understandings of the world would affect what they have truly learned so far (cited in Brown, 2000b). Therefore, instruction or language input should be based on students' actual levels of development.

However, Vygotsky (1978) commented Piaget's theory was restricted to presupposing age (only on children's ages). He possessed a different idea and assumed that learning actually is an active procedure which does not need to wait for readiness - learning is also an instrument in language development. According to Vygotsky, learning could facilitate learners' language development into high levels (cited in Woolfolk, 2007), and language instruction should be a little beyond students' actual level of development; hence, he proposed a theory, "The Zone of Proximal Development", to elaborate his notions of development. As seen in Figure 2.5, it

comprises three different levels of teaching and learning. In level A, knowledge has been learned and it is too easy to draw learners' attention. Teachers should not spend too much time on explaining or instructing the learned knowledge. Level B, so called "The Zone of Proximal Development" (ZPD), is a process or duration that teachers or instructors select the contents which difficulties are a little bit high than learners' current conceptual or cognitive abilities. In this level, their learning motivation and attitudes might be triggered positively through accurate instructions. The last one, level C, means the knowledge used in this level is too difficult and way beyond learners' acceptable degrees, where learners might feel frustrated and stop learning.

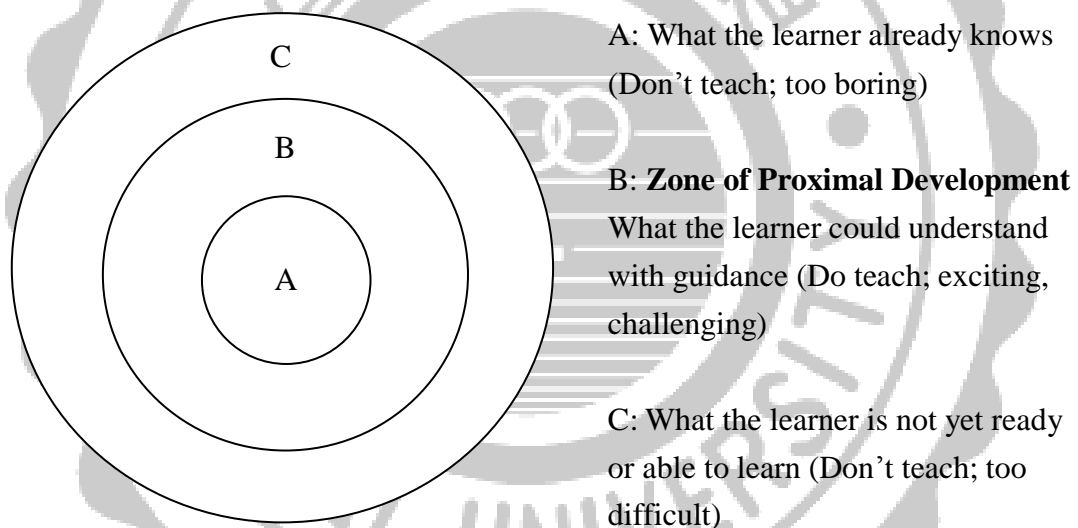


Figure 2.5. Teaching in the Magic Middle (Adapted from Woolfolk, 2007, p. 45) - The zone of proximal development is the teaching space between the boring and the impossible. In that space scaffolding from the teacher or a peer can support learning.

To sum up, the concept of the ZPD highlighted the importance of learners' exact capabilities; however, it was criticized for not providing practical teaching in classroom, not explaining how learners process and internalize the input and how teachers can teach with the process, and merely providing general concepts (Woolfolk, 2007).

In addition, Krashen's (1981, 1982) theory of second language acquisition covers the concepts of language development, including the following five hypotheses.

1. The acquisition-learning hypothesis: It distinguishes acquisition from learning. Acquisition happens in a subconscious process and it is similar to how children acquire their first language. On the contrary, learning is a conscious process to form knowledge or rules through formal instruction. For Krashen, only acquisition could help language learners to produce the communication fluently and naturally; therefore, acquisition is more important and has more weights than learning.
2. The monitor hypothesis: It explains the relationship between acquisition and learning. The acquired system acts as the utterance initiator. On the other hand, the learning system acts as an 'editor' or 'monitor' to make minor changes or to polish the productions from the acquired system. Learners use the 'monitor' only when they have sufficient time, when they focus more on the form, and when they know the rules. For instance, writing, which requires more correctness, needs more monitor use than speaking. However, it is uneasy and impossible to prove which given utterance is produced by the 'monitor' use or the acquired system.
3. The natural order hypothesis: It suggests that second language learners seem to follow the natural order to have similar predictable sequences as first language learners do while acquiring vocabulary or grammar rules.
4. The input hypothesis: It, also called 'i+1' hypothesis, explains that language comprehension and acquisition only occurs while the comprehensible input (1) is one step beyond the language learners' current level of linguistic competence in the target language (i). This notion has an affinity with Vygotsky's ZPD.
5. The affective filter hypothesis: Krashen believes that affective factors (e.g., motives, needs, attitudes, anxiety, self-confidence, and other emotional states), which can be seen as the filter, are the crucial and noteworthy keys to influence or prevent language learners' acquisition from the input. In other words, while the filter is 'on', the language acquisition might be failed or unavailable, vice versa (cited in Brown, 2000a; Lightbown & Spada, 2008).

In addition, there is one more hypothesis widely discussed and examined its influences of language developments by the researchers - 'the critical period hypothesis (CPH)'. Brown (2000b) defined that "a critical period is a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire" (p. 53), and Ellis (2003) also stated that "there is a period when language acquisition takes place naturally and effortlessly" (p. 107). Therefore, the main assumption of CPH is that language is easier to acquire for children than adults. Penfield and Roberts (1959) considered that language acquisition happens in a first-ten-year of lifetime, when the human brain is plasticized by presenting with the formal and sufficient stimuli during this period of time. However, once a person reaches his/her puberty by not providing the language input, the plasticity of the brain starts losing (cited in Ellis, 2003), he/she would never acquire full knowledge of language, especially the grammatical systems, after this critical period of time.

Moreover, Lenneberg (1967) had found that children would have very different language developments and fully language control toward first language acquisition after undergoing and recovering from the brain traumas or surgeries, which adults might not be able to perform the same (cited in Brown, 2000b; Ellis, 2003). Scovel (1969) even proposed that children are able to learn both their first language and the second language at the same time before their puberty although they might not be able to control the second one fluently, they can still pronounce it 'natively' (cited in Brown, 2000b). Therefore, this hypothesis is also later borrowed to explain the acquisition processes in the second language contexts that whether learning second language acquisition is 'successful' might have some relationships between CPH, such as accent. However, the adult second language learners might not be able to achieve the native-like level due to a native-like accent must be put into consideration of many factors, for instance, motivation and identity. Hence, CPH is still questioned of not providing fruitful evidences toward 'what successful really is' and 'what factors really affect SLA' by language researchers (Brown, 2000b; Ellis, 2003).

English Oral Competence Developments (EOCD)

English, one of the most commonly used languages around the world, is repeatedly, restlessly and broadly emphasized and investigated by language researchers and scholars for all these years. Acquiring a better or proficient English oral competence is essential and crucial for various English learners in different language contexts. For a specific purpose or academic/survival needs, developing superior English oral competence would foster the learners to devote time to become an advanced one or expert in this target language (Allen, 2002; Devi & Feroz, 2008; Morreale et al., 2000).

In the previous sections, oral competence has been proved that it needs more comprehensive knowledge about what, why, how and when to orally communicate with others, and also requiring more complex skills for producing and organizing interactions (e.g., having Q & A). Besides, several theories, hypotheses and explanations had been reviewed and raised up to point out that language development (first language, second language and so on) would be affected by different factors. For instance, there is a so-called “golden time” for the learners to develop better language abilities. Moreover, by applying specific theories (e.g., the Social Interactional Theory) into the language/English teaching and learning classes, the language/English learners’ oral competence can be developed and improved (Guo, 2008).

The main purpose of this study is to investigate university EFL non-English-major freshmen’s self-rated degrees of their in-class and outside-class EOCD. Therefore, the related experimental studies in EOCD in different language contexts (ESL, EFL and Taiwan contexts) are reviewed in the following sections.

Studies on EOCD in Language Education

In this section, the researcher aims at knowing how EOC plays a role and how learners’ EOC was developed in different language contexts. Moreover, he tries to find out the experiments or the strategies applied by different researchers by reviewing the related studies.

In China, learning English is a nationwide campaign. The students in both junior high and senior high schools need to learn English as the required course. They need to have better English knowledge to obtain high scores of the National College Entrance Examination (Guo, 2008; Rao, 2002). After entering colleges, the students have to take two-year English courses, including four basic skills (listening, speaking, reading and writing) and translation training (Feng, 2007; Rao, 2002). More and more colleges have been undertaking the English teaching reforms from the traditional instructions (teaching grammar or writing skills) to more oral productive ones (developing students' EOC or speaking proficiency) (Yang, 2007), because most students' (with high learning motivation and positive attitudes toward English) goals are using English to communicate meaningfully in the future.

However, several studies (e.g., Feng, 2007; Guo, 2008; Rao, 2002; Yang, 2007) pointed out some phenomenon and problems in the English teaching and learning scenarios in China. For instance, students' EOCD was not significant in the secondary schools or college levels (e.g., Guo, 2008; Rao, 2002). Second, CLT has been incorporated into the curriculum for years; yet, English teaching and learning remained teacher-centered and still focused more on grammar teaching (e.g., Feng, 2007; Guo, 2008; Rao, 2002). Third, students did not like to be interrupted or corrected immediately by teachers while speaking English in class (e.g., Rao, 2002; Yang, 2007). They might stop trying because of being afraid of making mistakes. Last, students were unconfident in using English to communicate with native English speakers (e.g., Guo, 2008; Rao, 2002).

Rao (2002) investigated 30 college English major students' viewpoints toward the communicative and non-communicative English activities by distributing a questionnaire and interviewing 10 of the total participants. The findings revealed that most students would like to have different in-class English activities; however, the traditional grammar instructional (non-communicative) activities were more welcomed and accepted than communicative ones. Similarly, Feng (2007) used a survey to investigate 600 Chinese high school students' (300 ninth-grade and 300 twelfth-grade

students) perceptions toward instruction and learning of English listening and speaking skills. The findings showed that most of the participants knew the importance of acquiring better EOC and listening proficiency, but they preferred building up their English grammar abilities first.

However, Yang's (2007) and Guo's (2008) proved that students' EOC can be improved or developed through specific theories, lessons or activities. For instance, Yang (2007) tried to examine the curriculum and find out 297 non-English-majored sophomores' needs and opinions toward college English speaking class by giving a questionnaire and interviewing 5 to 6 participants from each class. The findings pointed out that almost every student agreed with that the English speaking class can facilitate their EOC. In addition, Guo (2008) tried to find out how theories (e.g., the Social Interactional Theory) influenced and enhanced the students' EOC by conducting a study and recruiting 80 first grade senior high school students, equally separating them into two groups, observing the students' performance, and later having a case study. Guo (2008) proved and strongly stated that the Social Interactional Theory "is very effective and through interactive learning, students' oral communication ability can be developed quickly" (Guo, 2008, p. 49).

While seeing the English teaching and learning situations in other countries (e.g., Japan and Malaysia), studies (e.g., Hassan et al, 2009; Kurihara, 2006) showed that most EFL learners have very high and positive learning attitudes and motivation toward developing their EOC, which better EOC and performance come along with positive affective factors, vice versa. Second, studies (e.g., Hassan et al, 2009; Kurihara, 2006) also showed that most learners believed that their EOC can be improved by learning the well-designed materials and staying in the authentic learning environments where they can fully practice and use their EOC; moreover, their grammatical abilities can be gradually enhanced as well.

Kurihara (2006) tried to investigate how Japanese senior high schools EFL students' (38 female second grade students) attitude changed in the English oral communication class by distributing the pre- and post-questionnaires and interviewing

by the researcher. The findings revealed that no matter how good the students' English proficiencies were or how much EOC they possessed, they preferred keeping silent while feeling unconfident, anxious, or shy. Secondly, the students had very high motivation and positive attitudes toward the English speaking activities in the English oral communication class. They believed that their EOC could be developed, enhanced or improved by practicing and immersing there, although they had the pressure from passing the college entrance examination. Lastly, one of the efficient ways to improve students' English oral competence recommended in this study was that English teachers can moderately modify the curriculum to match students' needs or levels; furthermore, make the teaching and learning scenarios more "student-centered."

Hassan et al (2009) conducted a study in Malaysia to investigate college non-English-majored students' English oral performance, grammar accuracy, and EOC by randomly enrolling twenty seniors and setting them an English group discussion task. The findings showed that basic errors (e.g., noun number, subject/verb agreement and verb tense) were frequently made by the Malaysian students due to the influence of their L1 (Bahasa Malaysia). Second, the students' grammatical errors might have relationships with their EOC and grammatical competence. At last, the EFL or ESL learners could find themselves opportunities to enhance both their English grammatical competence and EOC by participating different in-class and outside class language-based activities to produce and practice various English sentences and grammar structures in their daily life. In addition, they can gradually build up knowledge, confidence, and English oral competence.

Studies on EOCD in Taiwan

In Taiwan, the educational reforms toward English learning and teaching have been trying to change the teaching method from the Grammar-Translation Method to Communicative Language Teaching (CLT) in these years. CLT focuses on developing students' effective oral communicative competence rather than merely on their mastery of linguistic forms. Besides, more schools, language schools or cram schools offer

EFL learners better learning environments and chances to use English to communicate with their teachers or friends in their daily life nowadays (Wu, 2006). In addition, the studies listed as follows firstly showed that most EFL learners in Taiwan had very positive learning attitudes and motivation toward English learning, and they would also like to spend more time on practicing and developing their EOC in the well-designed, comfortable and interesting language classrooms and environments (Chang, 2001; Chou, 2003; Chung & Huang, 2009). Secondly, the needs of acquiring and building up grammatical abilities or linguistic knowledge were still very high (Chang, 2001; Chung & Huang, 2009). Thirdly, by applying and incorporating some specific language-based strategies, methods, and activities, the EFL learners' EOC would progress a lot (Chou, 2003; Chuang, 2010; Wu, 2004; Yang, 2007). Lastly, the EFL learners considered that having better feelings while practicing EOC is so important (Chang, 2001; Chou, 2003). They would not perform it or refuse to learn until they are confident and ready.

In addition, Chang's (2001) study investigated forty-eight high school students' feelings about English conversation class and found that most of the students considered that they only engaged in a non-social context set up by the language teachers with a few specific topics. The finding indicated that the students might not use English confidently while facing an authentic conversational situation with others or foreigners in their real life. Later, Chou's (2003) study of investigating what seventy-eight EFL English majored college students' attitudes, beliefs and concepts toward English conversation class and how they were influenced by humanistic activities proved that the students would aggressively and actively practice or communicate more with each other while being provided a situation closed to their life experience. In addition, Chung and Huang's (2009) study of investigating twenty-four senior high school students' perceptions toward CLT showed that although the students wanted to have better grammatical abilities to help them to get good grades and pass the test in their current situation, they would still want to acquire better EOC for occupational or survival needs in the future.

While examining how different educational approaches or programs affected students' EOC in Taiwan, Wu's (2004) study of investigating fifteen junior high schools students' common errors while learning English and their performance after the form-focused instruction in different contexts proved that the form-focused program in communicative contexts could really help and influence students' English learning behaviors and skills. In addition, Yang's (2007) study of investigating how artificial intelligence (AI) program influenced EFL learners' English writing competence and EOC by recruiting forty-two five-year junior college students who were in the third grade and majored in applied foreign languages. The findings showed that an AI program can not only offer language learners more time and chances to learn the target language freely and independently, but also provide them more interactive and authentic situations to practice and enhance their EOC. Similarly, Chuang (2010) conducted a study to investigate ninety-eight college EFL non-English-majored students' learning attitudes and their comprehensions toward classroom activities and in-class pair/group works with task-based approach. The findings revealed that the majority considered that their EOC was improved and self-confidence was increased as well after the experiment. Second, the students were more interested in participating in-class activities and they had very positive attitudes toward learning English after the project. Third, task-based activities not only made the students to understand more clearly of the usage of English, but also motivated them to learn English. Last, the students' target language would be more grammatical while starting communicating with others after form-focused trainings.

To sum up, after reviewing these research papers and articles in different English educational situations, the researcher of this current study would like to summarize these pieces of information of EOC and make them clearer by generally discussing them and categorizing them into these factors: social/behavioral factors, affective factors, cognitive factors, and others.

1. Social/Behavioral Factors: Once the English learners were taught or trained the learning strategies or methods toward developing their EOC by teachers, they could

become “advanced” one than others who did not. Besides, if they could apply the learned knowledge and strategies into real actions and use their EOC in-class or outside of the class, and practice them more often, where evidences showed that students’ EOC could be truly enhanced, improved, and developed (e.g., Chang, 2001; Chou, 2003; Chuang, 2010; Guo, 2008; Hassan et al, 2009; Rao, 2002; Wu, 2004; Yang, 2007).

2. Affective Factors: Learners’ inner thinking or feelings are always the matter. As aforementioned, Krashen (1982) believes that affective factors (e.g., motivation, needs, attitudes, anxiety, self-confidence, and other emotional states), which can be seen as the filter, are the crucial and noteworthy keys to influence or prevent language learners’ acquisition from the input/learning. Not surprisingly, most of these articles above motioned the influences and importance of the affective factors, which corresponded to Krashen’s Affective Filter Hypothesis. Moreover, it was proved that while an English learner has confidence, high motivation, positive attitudes, and less anxious, his/her EOC could be triggered or developed better, vice versa (e.g., Chang, 2001; Chung & Huang, 2009; Chuang, 2010; Chou, 2003; Feng, 2007; Guo, 2008; Kurihara, 2006; Rao, 2002; Wu, 2004; Yang, 2007;).
3. Cognitive Factors: We all know that if a person wants to speak a foreign or second language, he/she needs to acquire or require the basic knowledge or competences of that target language first, which Canale and Swain (1980) considered as “communicative competence” (with grammatical competence, sociolinguistic competence, discourse competence, and strategic competence), or Bachman (1990) said “language competence” [with organizational competence (grammatical and textual competences) and pragmatic competence (illocutionary and sociolinguistic competences)]. These reviewed research papers show that there are tight relationships among learner’s EOC, English proficiencies, and grammatical/lexical competence. Although it requires lesser emphasis on grammar accuracy and it can be tolerated making more grammar errors while speaking or communicating than writing, it is still used to evaluate whether a person is advanced and capable of using

that target language or not. Hence, for the EFL or ESL learners, they always look for the shortcut to become a successful English user, not mentioned, those who are with the urgent needs (e.g., to apply for better schools or jobs). However, it is uneasy and time-taking to build up English grammatical competence and develop EOC either. Moreover, these studies also revealed that if the EFL or ESL learners are currently the high school or college students, they would rather build up their grammatical competence to pass the grammar-based exams first than develop their EOC (e.g., Chang, 2001; Chung and Huang, 2009; Feng, 2007; Guo, 2008; Hassan et al, 2009; Kurihara, 2006; Rao, 2002;).

4. Other Factors: These factors are also found more or less to affect or facilitate learners' EOC or play an important role while they are developing EOC, such as, gender difference, teachers' role, curriculum, learning environments, teaching and learning materials and strategies, the educational policy and tendency and so forth.

An Overview of Language Learning Attitude

Attitude is a way of feeling, thinking or behaving. In this study, it refers to university EFL freshmen's attitudes toward their Freshman English in-class oral activities in Taiwan. The focus here is on a restricted definition of attitudes toward learning. In social psychology, attitudes are learned evaluations of a person, place, article, or issue that affect one's notion and action. Like all aspects of cognition and affect development in human beings, attitudes developed while the time in early childhood, which Gardner (1985a) once said that "attitudes are clearly influenced by many factors in the student's upbringing" (p. 43).

Table 2.1 shows that different researchers possessed their own definitions to elaborate their ideas toward attitudes. First, attitudes can be positive (e.g., being energetic of specific topics or events), negative (e.g., disliking dealing with difficult situations) (Gardner, 1968), or neutral (e.g., not being moved by any persuasions) (Kosslyn & Rosenberg, 2006), and they can not only assist the progress of organizing events and verify what information is weighted, operated, programmed, and recognized,

but also give enhancement of assisting actions (e.g., the will to spend more time on learning or trying something), or destruction (e.g., avoidance of learning or escaping from the school). Attitudes are basic expressions of agreement or disagreement, preference or no preference, and likes or dislikes—they can foster love or hate (e.g., attitudes may include loving eating strawberry cake, being against abortion, or showing supports to specific political party).

Table 2.1
Definitions of Attitudes

Researchers	Definitions
Madrid et al (1993)	“Attitudes are considered to show an evaluative reaction to some referent (e.g., the teacher, the EFL classroom, the textbook) inferred on the basis of the learner’s beliefs” (p. 2).
Eagly and Chaiken (1995)	Attitudes are acquired tendencies to respond in a favorable or unfavorable manner to a particular individual, action, or thing.
Davis and Palladino (1995)	“Attitudes serve ego-defensive, adjustment, and value-expressions”; “Learning and reduction of cognitive dissonance lead to the formation of attitudes” (p. 711).
Richards et al (1998)	“The attitudes which speakers of different languages or language varieties have towards each other’s languages or to their own language” (p. 249).
Edwards (1999)	“Attitudes reflect intrinsic differences across and within language varieties themselves” (p. 102).
Brown (2000b)	“Attitudes develop early in childhood and are the result of parent’s and peers’ attitudes”. Attitudes also develop while “contacting with people who are different in any number of ways” (p. 180).
Verma (2005)	“Attitude is a set of beliefs developed in a due course of time in a given socio-cultural setting” (p. 6).
Kosslyn and Rosenberg (2006)	Attitude is the affection that “how we shape our goals and expectations and how we interpret obstacles we encounter while trying to achieve our goals” (p. 738).

In addition, attitudes can be learned and might be affected by parents' attitudes, contacting with various people in a society, or experiencing and interacting affective factors in different situations. People form attitudes about things, groups, and judgments (McGuire, 1985). Moreover, some negative attitudes, such as stereotype or prejudice of the culture or a language, might form because of having "insufficient knowledge, misinformed stereotyping, and extreme ethnocentric thinking" (Brown, 2000b, p. 180).

Hence, attitudes not only play a significant role in how to deal with information and remember events in the real world (Eagly & Chaiken, 1998), but also capsule the evaluations about some perceptions (e.g., people, issues, or objects) of the world and forecast or influence future actions (Petty et al., 1997; Petty & Wegener, 1998). These formations lead to ones' attitudes and perceptions of self, of others, and of the culture in their real life (Brown, 2000b). In short, attitudes are learned tendencies (not instinctive) somewhat mechanically by means of conditioning or learning by observation, and they are mixtures of beliefs and emotions that predispose a person to respond to people, objects, or institutions in a positive, negative or neutral way. People judge and evaluate situations and form their own opinions (Coon, 2001; Eagly & Chaiken, 1995; Rathus, 2002).

The model of evaluation suggests that attitudes may have three different types of components: affect, behavior, and cognition, summarized the acronym ABC (Coon, 2001; Madrid et al, 1993; Weiten, 2001). (1) *The affect component*: It consists of feelings and evaluations toward the attitudinal object, with positive or negative emotions. It is stimulated by an object of thought, and it refers to feelings about things or matters - how we feel about it. The affect component is usually assessed by monitoring physiological signs (e.g., heart rate). (2) *The behavior component*: It refers to one's actions toward various people, objects, or institutions, and consists of a predisposition or intention to act in a particular manner toward the object or issue that is relevant to our attitude - what we do. Most of the time, the behavior component is assessed by direct observation. (3) *The cognition component*: It refers to the beliefs

and thoughts we hold about the object of our attitude - what we believe or know about the object or issue. Normally, it is measured by surveys, interview, and other reporting methods. Figure 2.6 shows attitudes may have three components.

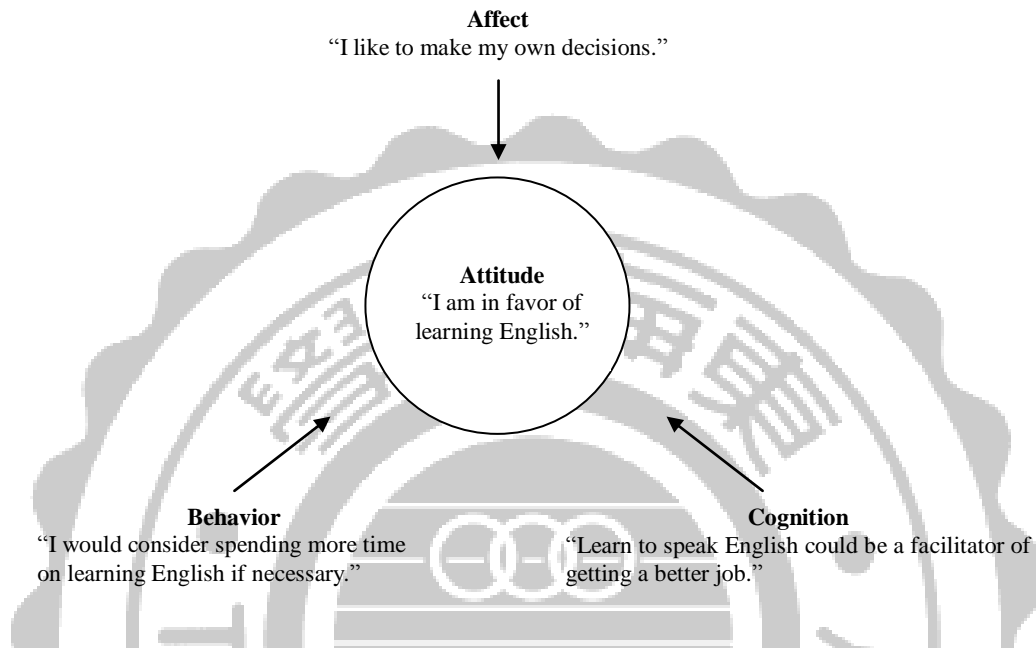


Figure 2.6. Attitude is composed of an affect component, behavior component, and cognition component (adapted from Feldman, 2000, p. 514)

As seen in Figure 2.6, an attitude is composed of three components: affect component, behavior component, and cognition component. Every attitude may have these three interrelated components. Social psychologists have discovered that these components vary depends on which element of each component is predominating. Attitudes are formed and maintained; however, they might be changed according to some factors and theories: learning theory, dissonance theory, self-perception theory, and the elaboration likelihood model of persuasion (McGuire, 1985; Feldman, 2000; Weiten, 2001). For instance, "learning can affect attitudes, and attitudes can affect behaviors" (Kosslyn & Rosenberg, 2006, p. 738), or people change their attitudes through face-to-face communication or persuasion.

Attitudes are abstract which are formed about individuals, issues, places, or objects and they are concepts used to describe one's thoughts, emotions, or actions towards a

specific object or situation. Therefore, one of the most direct and efficient ways, attitudes can be measured by Likert scales (or so called attitude scales) and evaluated by observing behaviors (Coon, 2001; Davis & Palladino, 1995; Heffernan, 2005). Table 2.2 shows an example of 5-point Likert-scale responses.

Table 2.2

Sample Responses for a 5-point Likert-Scale Item (Davis & Palladino, 1995, p. 711)

Our legislators should pass mandatory recycling laws				
1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

Basically, Likert scales or attitude scales consist of statements or series of words expressing a variety of possible points of view on a particular object, issue, or situation, which needs participants to indicate their likes or dislikes, agreements or disagreements toward specific statements, and it is one of the most common methods of measurement. The subjects normally respond to each item on a 5-point Likert scale by ranking it from “strongly agree” to “strongly disagree”. A person can be rated for overall acceptance or rejection of a specific issue by gathering the scores on all items.

Likert scales, which are easily quantified, offer useful information about the stance of large numbers of the population. By using Likert scales, researchers can easily make comparisons between different groups of individuals, or put each individual someplace along a specific point on the scale. A Likert-scale questionnaire is an instrument with attitudinal statements where participants indicate their agreements or disagreements. Furthermore, by designing double-faced statements (i.e., with positive and negative statements) into an attitude scale, researchers could prevent or avoid getting all yes or all no answers from those respondents who just want to finish the questions quickly. Table 2.3 provides sample Likert-scale items with the design and incorporation of double-faced statements.

Table 2.3

Sample Double-Faced Likert-Scale Items (adapted from Feldman, 2000, p. 517)

Which of the following statements apply to you?

1. I really enjoy a task that involves coming up with new solutions to problems.
 2. I would prefer a task that is intellectual, difficult, and important to one that is somewhat important but does not require much thought.
 3. Learning new ways to think doesn't excite me very much.
 4. The idea to rely on thought to make my way to the top does not appeal to me.
 5. I think only as hard as I have to.
 6. I like tasks that require little thought once I've learned them.
 7. I prefer to think about small, daily projects rather than long-term ones.
 8. I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.
 9. I find little satisfaction in deliberating hard and for long hours.
 10. I don't like to be responsible for a situation that requires a lot of thinking.
-

Scoring: The more you agree with statements 1 and 2, and disagree with the rest, the greater likelihood you have a high need for cognition.

Learning Attitudes

Learning is a relatively lasting alteration in performance and psychological relations because of experiences (Ormrod, 1995). We acquire not only skills and knowledge, but also values, attitudes, and emotions through learning. Learning attitudes mean not only how they take a place of affecting learning behaviors and learning processes, but also what their inter-relationships are of other factors (e.g., achievement, performance or attainments) in learning contexts. For instance, Ames and Archer (1988) conducted a study to investigate how motivational processes are related to students' mastery of specific school subjects (English, math, science, and social studies) and their performance goals in class. One of the findings shows that students with more positive attitudes toward the class would use more learning strategies and prefer more challenging tasks. Moreover, students' learning attitudes might vary because of the quality of the in-class activities or tasks and the ways they are presented by teachers (Dörnyei, 2003). Students' ratings or attitudes toward teachers (e.g., teachers' personality, teaching efficacy, or instruction processes) would affect

teachers' in-class teaching behaviors as well; hence, schools, especially the research-oriented ones, should treat students' ratings as a requirement factor (Chang, 2003). In short, students' perceptions of classes, teachers, peers, groups, syllabuses and awareness for future needs affect their learning attitudes (Verma, 2005), which are also proved to have salient relationships in second language and foreign language learning in the later studies.

Language Learning Attitudes

Language learning attitudes involve various complex and psychological aspects. Gardner (1968, 1985a), one of the famous social psychologists, considered attitudes closely related to motivation, defined attitudes as language learning attitudes which influence students' motivation to acquire the language toward the specific language community, and they are related to language achievement. Besides, Gardner (1985a) considered that learner's attitudes towards the learning situation include variables (e.g., teachers, textbooks, classroom activities, and classmates). Moreover, the concept of attitudes toward language learning is complicated and it relates to many factors (e.g., sex differences, geographical differences, cultural differences, age differences, and different forces from communities, teachers, or parents).

Hence, Gardner (1985a) developed the Attitude/Motivation Test Battery (AMTB) to measure the key affective components and to assess the individual's affective reactions toward different groups, individuals, and concepts related to second language acquisition. As shown in Table 2.4, the AMTB has 11 subtests, with 130 items in total, which are grouped into five categories, namely, integrativeness, attitudes toward the learning situation, motivation, instrumental motivation, and language anxiety. It has been widely used by attitudinal and motivational researchers in many studies for decades (e.g., Hashimoto, 2002). Gardner (1985a) also mentioned that the AMTB investigates language achievement and behavioral intentions, attitudinal/motivational characteristics, the relation of attitudes, and motivation to classroom behavior. It also "provides a reliable and valid index" (Gardner, 1985a, p. 5)

Table 2.4

The Constructs and Scales of Gardner's AMTB (adapted from Hashimoto, 2002)

Construct A	Integrativeness
Subtest 1	<i>Integrative orientation</i>
Subtest 2	<i>Interest in foreign languages</i>
Subtest 3	<i>Attitudes toward the target language group</i>
Construct B	Attitudes toward the Learning Situation
Subtest 4	<i>Evaluation of the language instructor</i>
Subtest 5	<i>Evaluation of the language course</i>
Construct C	Motivation
Subtest 6	<i>Motivational intensity</i>
Subtest 7	<i>Desire to learn the language</i>
Subtest 8	<i>Attitudes toward learning the language</i>
Construct D	Instrumental Motivational
Subtest 9	<i>Instrumental orientation</i>
Construct E	Language Anxiety
Subtest 10	<i>Language class anxiety</i>
Subtest 11	<i>Language use anxiety</i>

As aforementioned, attitudes can be positive or negative. While the learners have positive attitudes toward learning a language, they would probably have better satisfaction in the study of the language, have more desire to learn the language, and put more effort in learning the language (Liuolienė & Metiūnienė, 2006), which positive attitudes could facilitate learning. On the other hand, when lacking of positive attitudes toward learning the language, the learners would not produce anything (Verma, 2005). Therefore, the investigations of how attitudes act in first language, second language, and foreign language learning have been found in many studies for decades. For instance, Kao's (1999) study of the effects of the attitude and motivation on military officers' achievement in learning foreign languages. The findings proved that positive

attitudes can actually assist learning, while negative attitudes might “hinder or even prevent learning” (p. 33). This study, furthermore, provides an idea that attitudes would affect the learners’ level of motivation, which influences the learners’ level of the language proficiency as well.

Studies on L2 Learning Attitudes

Second language acquisition (SLA) indicates the conscious or subconscious procedure which is learned in a taught or a natural way toward a second language, such as grammar rules (Yaakub, 2010). Attitudes toward the target language might be influenced while interacting within second language contexts (Culhane, 2004). Intercultural contact is also found an important factor affecting attitudes toward language learning and motivating language learning behaviors (Dörnyei & Csizér’s, 2005). In short, second language learning is one kind of social psychological events and learning attitudes are related to second language achievement (Gardner, 1968). Hence, researchers and scholars in second language acquisition field have been paying lots of attention on investigating two major types of learning attitudes: attitudes towards language learning, and attitudes towards the group of people of their target language. Several studies (e.g., Gardner, 1968, 1985a; Jordan, 1941; Kanjira, 2008; Ushida, 2005; Uribe et al., 2011) have shown that attitudes towards language learning are strongly correlated with achievement and performance in the target language.

The conception that attitudes were implicated into SLA field can be tracked down to Jordan’s (1941) research of the relation between British students’ attitudes toward certain school subjects and their academic achievement. He applied the attitude scales to measure the attitudes toward specific subjects: French, mathematics, history, English, and geography. Positive correlations between students’ attitudes and attainment in French were found in this study. Evidences also indicated that students with more capabilities expressed more positive attitudes. Later, a number of studies have shown the relationships between attitudes toward language learning and their proficiency or achievement in SLA field. For instance, Obeidat (2005) conducted a study to

investigate Malaysian students' attitudes toward Arabic. In this study, Malay (L1) cultures and Arabic (L2) cultures have the shared belief in Islam, which may provoke the learners' interest in learning Arabic (L2). The results also indicate that while an L2 has deep connection to their L1, which would significantly raise the learners' learning motivation and attitudes. Moreover, due to the high connections between these two languages, "the subjects are more inclined to bilingualism than monolingualism" (p. 14) was found in this study as well.

Gardener and his fellow researchers (e.g., Desrochers & Gardner, 1978; Gardener, 1960, 1968, 1978a, 1978b, 1979, 1985a, 1985b, 2001, 2005, 2006, 2009; Gardner & Smythe, 1976; Gardner et al, 1978; Gardner et al, 1984) has been devoting themselves investigating how to measure attitudes, how attitudes play a role to affect language learning, and how attitudes toward learning a language are formed, affected and varied for years. Gardner (1968) stated that there are two roles (active role and passive role) with both positive attitudes and negative attitudes in language learning, and he also claimed that "a negative attitude in the home can possibly defeat the active role" (Gardener, 1968, p. 142).

In addition, Gardner (1968) presented an example to elaborate his viewpoints about how language learning attitudes form and vary while an English-speaking parent acted as the active role might aggressively push the child to learn a second language (e.g., French), and to emphasize the importance of being successful in that course. The study showed that the parent might possess both positive attitudes and negative attitudes at the same time toward the target language community. When the parent played as the passive role with negative attitudes, it might significantly influence and reduce the child's motivation to learn the target language. Once the child failed in that course at school, he might consider that it was not a big deal and also unnecessary to learn that language because of being affected by his parent. Moreover, Desrochers and Gardner (1978) provided the evidences of how parental attitudes toward the L2 and the cross-cultural contact factors took places in the learners' L2 learning attitudes. The findings showed that parental attitudes strongly correlated to the younger learners'

language learning attitudes and motivation, but not to their language proficiency. Second, the learners who interact a lot with the target L2 community would show more favorable attitudes toward the target community and the target language. The learners not only had less anxiety while using this L2, but also they were more willing to speak it than others who had less interaction with the target L2 community.

As the years go by, computer-assisted language teaching and learning (CALTL) is becoming one kinds of learning trends. More and more language instructors incorporate or use this technique into their lessons while teaching. Luo and He (2007) emphasized the importance of on-line learning which can provoke students' learning autonomy. Besides, students' attitudes and motivation have been repeatedly reported as the key factors of being successful in computer-assisted language learning (CALL) environments. In addition, Ushida (2005) conducted a study to investigate how students' attitudes and motivation play a role while learning an online second language (Spanish or French) course context. The results show that the teachers who implemented the online course into the curriculum could affect students' learning attitudes and motivation toward studying the second language in the online language course context. Moreover, students' attitudes and motivation toward second language study were also found relatively positive and steady during the course. She also concluded that students with high attitudes and motivation would take every chance to make their language skills become better and better.

Studies on English Learning Attitudes in Different Contexts

English is an international language which is frequently used by over one-third of people around the world every day. To not only students, but also workers, having and acquiring good English abilities and skills are seen as the key factors of achieving success. Therefore, learning English is a continuous world-wide campaign for decades. In order to correspond with the hypotheses of the research questions in this study, the researcher aims at knowing how English learning attitudes are weighted and examined in different contexts by reviewing related studies in the following sections.

Studies on ESL Learning Attitudes

In many countries, people treat English as a second language (ESL) which also plays an important role in many aspects. Compared to the first language, English might be more essential and more important for some groups of people. The following studies on ESL learning attitudes have discovered common notions. First, English is not simply a second language, but an international one. It is very crucial and useful (e.g., Zhang et al., 2004). Second, acquiring better English abilities might represent “success” (e.g., Verma, 2005). Last, most ESL learners have very high motivation and attitudes toward learning English (e.g., Zhang et al., 2004; Verma, 2005; Kanjira, 2008; Govender, 2010).

In Mainland China, XingJiang is a multi-lingual area where English is seen as a second language. Zhang et al. (2004) conducted a study to investigate XingJiang minority college students’ (including Vigers, Kazakh, and others) attitudes and motivation of English learning. In this study, the researchers delivered a survey within 34 questions to the participants and discovered that the subjects showed aggressive and affirmative attitudes toward English learning. Likewise, Verma (2005) investigated 350 college students’ attitudes toward second language learning in India. In this study, “proficiency in English language can only make you successful” (Verma, 2005, p.1) was found to be the main factor to provoke students’ attitudes and motivation to learn English as the target second language.

Govender (2010) and Kanjira (2008) investigated ESL learners’ motivation and attitudes towards English and reached some similar findings of ESL learning in South Africa. First, both researchers used the survey as the instrument to collect the data. Second, most learners had a manifest realization that English plays a national and an international role. They think English should be learned and used. Third, learners had very positive attitudes towards learning English at school, they were happy to attend English classes and they preferred speaking English as opposed to speaking their first language. Fourth, the parents and the teachers agreed with that English is important in their children or learners’ daily life. Fifth, specific affective factors were

found in their studies, for instance, speaking anxiety. Lastly, the findings provide the evidence that acquiring better English competences is becoming a “national campaign” for not only in ESL countries, but also EFL ones.

Studies on EFL Learning Attitudes

A foreign language means a language which is not a native one and it might be taught as a school subject in a nation. The learners study a foreign language to communicate with foreigners who use this foreign language, or to read the contexts in that foreign language. A foreign language might or might not be widely used as a medium of communication. English, for example, is seen as a foreign language in many countries: South Korea, China, Turkey, Japan, Taiwan, and so on. Li (2010) stated that “positive attitudes benefit foreign language learners” (p. 1). Positive attitudes might increase motivation, input, and interaction, and further reach the successful language proficiency.

The studies (e.g., Al-Tamimi & Shuib, 2009; Karahan, 2007; Kim, 2006; Peng, 2007) on EFL learning attitudes provided common and important findings of how learning attitudes play roles in EFL contexts. First, the EFL learners showed more or less positive attitudes toward English learning (e.g., Al-Tamimi & Shuib, 2009; Karahan, 2007; Kim, 2006; Peng, 2007), and considered that acquiring better English abilities can foster them to reach a high academic or social level, which can be strongly assumed that attitudes really play a role to affect language learning. Second, the EFL learners still felt unsatisfied with not only the current teaching materials, but also the learning environments (e.g., Al-Tamimi & Shuib, 2009; Peng, 2007).

Kim (2006) conducted a study to investigate Korean high school students’ motivation and attitudes toward English and American people. In this study, 364 Korean high school students in Grade 11 were recruited, and a 33-items-questionnaire was used as the instrument to collect the data. This study surprisingly showed that the students’ positive EFL learning attitudes were almost as same as their negative ones and their negative attitudes toward American people are were than positive attitudes toward

American people. Kim (2006) explained that “negative washback from the CSAT and anti-American sentiment clearly seem to affect Korean EFL students’ motivation and attitudes” (p. 22).

In Turkey, Karahan (2007) conducted a study to 198 investigate primary students’ attitudes toward learning English and how English is used. The findings showed that female students had more positive attitudes toward learning English than male students do, and students who learned English in earlier time (e.g., 0 to 6 years old) or at preschool level would have more positive attitudes than those who did not. Interestingly, although the majority considered that acquiring better English is helpful and essential to understand different cultures, they only showed slightly positive attitudes toward it. The reason was that the participants were still too young and they had not felt the needs of using English. Also, most students did not have positive attitudes towards Turkish speaking English to another Turkish, because they considered that to speak English in Turkey with each other is weird and not very patriotic, either.

In Peng’s (2007) study on attitudes toward learning English among 412 non-English-majored EFL college students, Luo and He’s (2007) study on investigating 459 non-English-majored college students’ attitudes towards English learning and learning strategies, and Duan and Yang’s (2010) study on 440 non-English-majored vocational college students’ English learning attitude and learning strategies, data were collected through a questionnaire, and they pointed out several common phenomena of English education in Mainland China. First, most of students have lots of interests, very positive attitudes and strong motivation toward learning English. They considered that learning English is useful and having better English abilities helps them to find a better job and earn more money. Second, they have neither good English learning habits nor English learning strategies. Most of students did not know how to practice English outside of the class. Last, the lack of English teaching and learning resources and mediums. The students reported that the English textbooks or materials they used are not well-designed. They also thought that schools should provide more hours or periods to train their (oral) English competence.

Al-Tamimi and Shuib (2009) tried to investigate college students' (majored in petroleum engineering) motivation and attitudes towards learning English in Yemen. Eighty-one students were given a questionnaire and interviewed by the researchers to collect the data in this study. The findings showed that most of students have positive attitudes towards English. The students who learned English for both academic and occupational purposes also stated that there should be more English training courses to help them to be proficient in English. Moreover, they were affected by the English-language films and deeply attracted toward the culture of English speaking world. The findings also showed that the students have positive attitudes toward using English in their daily life in both Yemeni social and educational contexts.

Studies on EFL Learning Attitudes in Taiwan

Although English in Taiwan is seen as a foreign language, it has been incorporated into school curricula at different school levels for decades. Several studies aimed at investigating English learning or English education in various aspects, including English learning attitudes. Hu (2004) once stated that the foreign language learners in Taiwan have very positive attitudes toward learning English, and their EFL learning attitudes are also greatly influenced by their families or parents (while they are very young). In order to see if there is any similar or dissimilar finding on English learning attitudes between the other two contexts and Taiwan context, studies (e.g., Chang, 2010; Chien and Kao, 2004; Hu and Chang, 2008; Huang, 2006; Huang and Lu, 2007; Sun, 2008) conducted by the researchers in Taiwan are also reviewed in this section.

Chien and Kao (2004) conducted a study to see the inter-relationships of metacognitive strategy training, listening comprehension, and learning attitude in an EFL training environment. Ninety college freshmen participated in this study. The findings revealed that the students who received metacognitive strategy training (experimental group) not only had better performance and improvement in English listening than those who did not, but also showed more positive attitudes toward learning English. Moreover, they proposed that EFL students would benefit

significantly by developing positive learning attitudes, then learners' beliefs would determine them to become successful or not while learning the target language. They also provided a pedagogical point that the following three strategies might affect learners' performance in listening comprehension: have an optimistic learning attitude; use the acquired knowledge about the interlocutors or situations and associate them with aural input; and react actively.

Huang's (2006) study of investigating 215 EFL college English majored students' attitudes and motivation toward English writing and languages (native language versus foreign language) the teachers used in English writing classes. The findings showed that not only the participants had positive attitudes toward English writing, but also moderate correlations between their attitudes and motivation toward English writing were found. Besides, students' attitudes and motivation toward English writing were found no correlation with their writing performance. Moreover, students in different levels of motivation showed no significant differences of writing performance, either. This study also revealed an important idea that because the students want to grab chances to use the target language (English) in class, they feel acceptable while the teachers use L1 or native language only for explaining grammar points or doing group discussions, but not more than 25% of the class time.

Huang and Lu (2007) tried to investigate 47 college students' perceptions of English learning toward the English competition activities (including the singing contest and the speech contest in this study). This study showed that the competition activities can really motivate students to learn English. In this study, most students (91%) considered that joining the competition activities is a helpful way to learn English, and they also thought that these activities were suitable for their English learning. Second, teachers can not only emphasize more on pronunciation and grammar points while designing the lessons, but also use English songs as a teaching media and give students more chances to do oral presentations in class. Moreover, students also can join more speaking activities or competition activities spontaneously. Last, 58% of the students stated that their English learning attitude were changed after attending the competition

activities. Meanwhile, they felt that the activities made English learning become more exciting, lively or striking comparing to treating English merely as a school subject.

Hu and Chang (2008) investigated how Language Experience Approach (LEA) affects elementary EFL learners' English learning attitudes. Fifty-five fifth graders were enrolled into this study, and they were separated into two groups (experimental group and control group) by taking the pre-test questionnaire. Interestingly, the findings showed that there were no significant differences between these two groups after the experiment; moreover, there were no significant differences between control group's pre-test scores and post-test scores, either. However, the experimental group's post-test scores were significantly high than its pre-test scores, indicating that LEA truly has positive effects toward the experimental group students' English learning attitudes. The findings also showed that most experimental group students like the writing activities and the discussion activities to share their life experiences, which might be a noteworthy point for the in-service elementary school teachers.

Sun (2008) proposed a study to investigate non-English-majored college students' perceptions and attitudes toward English conversation class. One hundred and fifteen participants answered the questionnaire and six volunteer students had an interview for the further investigation. It showed that not only the majority's positive attitudes toward English conversation class and English learning were found to play important roles, but also quite a few factors are noteworthy (e.g., teachers, parents, size of a class, in class activities, topics, and learning environment). The findings revealed that these factors could affect students' willingness and behavior toward learning English as well. Some important and similar points were also found in Chang's (2010) study of investigating 154 elementary school students' motivation and attitudes toward learning English in English village program. This study proved that most students like to learn English in an interesting and joyful environment with different themes. Moreover, they would not only feel very happy and comfortable while staying there, but also like to share their learning experiences with their friends and family members. Besides, the students even considered that their motivation and attitudes toward learning English

were raised and became positive by immersing in the well-set and theme-based English learning environments. The students strongly believed that staying in these places is truly helpful for learning English. Therefore, knowing students' affective needs toward various factors can truly lead them to the continuous and comfortable learning processes (Tseng, 2010).

The Relationships between EOCD and Language Learning Attitudes

By reviewing previous research articles and studies, learners' language learning attitudes play an important role to affect their language learning behaviors, developments and performances in many aspects. Previous studies (e.g., Al-Tamimi and Shuib, 2009; Chuang, 2010; Govender, 2010; Kanjira, 2008; Kurihara, 2006; Wu, 2004) have proved that while learners possess positive attitudes toward language learning, they would not only like to spend more time on practicing the target language, but also show more willingness to learn it, even perform better than others. This study aimed at investigating EFL college freshmen's EOCD and their learning attitudes toward in-class English oral activities. Therefore, the main focus here is to find out whether there are any significant relationships between language learners' EOCD and their attitudes toward language learning.

Wu (2004) conducted a study to investigate Taiwanese junior high schools students' common errors while learning English and their performance after the form-focused instruction in different contexts. The findings showed the experimental group students' EOCD were significantly improved and increased after the experiment and proved that the form-focused program in communicative contexts could really help and effect students' English learning behaviors and skills. The researcher also concluded that the students in the experimental group not only learned to use the strategies, but also showed more confidence and more willingness to learn English, which can be seen as the formation of the positive attitudes.

Kurihara (2006) investigated how senior high schools Japanese EFL female students' attitude changed in the English oral communication class. They were

distributed the pre- and post-questionnaires and interviewed by the researcher to collect the data. The findings revealed that the students who had very high motivation and positive attitudes toward the English speaking activities in the English oral communication class would also believe that their EOC could be developed, enhanced or improved by practicing and immersing there. Similarly, both Kanjira's (2008) and Govender's (2010) studies also revealed that learners who had very positive attitudes towards learning English at school would preferred speaking English as opposed to speaking their first language in Africa.

Al-Tamimi and Shuib (2009) tried to investigate college students' motivation and attitudes towards learning English in Yemen. Eighty-one students were given a questionnaire and interviewed by the researchers to collect the data in this study. The findings showed that most students had positive attitudes towards English and they thought there should be more English training courses to help them to be proficient in English. Moreover, they would also love to use English as practicing their EOC in daily life. On the contrary, Chuang (2010) investigated college EFL students' learning attitudes and their comprehensions toward classroom activities and in-class pair/group works with task-based approach in Taiwan. The researcher recruited 98 sophomore non-English-majored students and used both qualitative method and quantitative method to collect the data. After the project, the majority agreed with that their English oral competence was improved and self-confidence was increased as well; moreover, they also had more interests in participating in-class activities with very positive attitudes toward learning English.

Therefore, the researcher in this study could propose and assume that there are relationships between EOCD and language learning attitudes; moreover, he can draw a brief and rough conclusion by once again reviewing these articles. First of all, the EFL and ESL learners would like to spend more time developing their EOC while having positive attitudes toward English learning. Secondly, when the learners' EOC was enhanced or developed by undergoing specific language trainings, their attitudes toward learning English would become more positive as well. Lastly, the learners with both

high English learning attitudes and better EOCD can be further speculated that they might be advanced or superior in other perspectives in English as well.

The Framework of the Present Study

In Taiwan, the topics of how EFL learners' English proficiency improved or developed have been broadly discussed and examined by various researchers or scholars for decades. In addition, some research papers also showed that the so-called CLT method or the English educational reforms has been undertaking to try to change the English teaching and learning environments from the traditional teacher-centered grammar-based test-oriented ones. However, how Taiwanese learners' EOC developed or improved has not been widely discussed or researched.

To bridge the aforementioned research gap, the main purpose of this study was to investigate university EFL non-English-majored freshmen's EOCD and attitudes toward their Freshman English in-class oral activities. In addition, the relationships between university freshmen's EOCD and their attitudes toward their Freshman English in-class oral activities would be examined to see if there was any significant predictive relationship between university EFL freshmen's EOCD and attitudes toward their Freshman English in-class oral activities.

CHAPTER 3

METHOD

This chapter presents the method adopted to conduct the present study. Basically, the chapter is divided into the following sections: participants, measurements and variables, instruments, data collection procedures, data analysis procedures, and the pilot study.

Participants

The participants in this study were enrolled in the Freshman English for Non-English Majors (FENM) program in a private university in central Taiwan. One hundred and seven freshmen participated in the pilot study, later a total of 463 freshmen (excluding the 107 freshmen in the pilot study) were recruited from eighteen different classes under different colleges, including Arts, Science, Engineering, Agriculture, Management, Social Science, Law School, and Fine Arts and Creative Design (FACD). To serve the purpose of the study, students were also recruited respectively from high and low English proficiency levels. In general, the majority of the participants graduated from the three-year senior high schools, indicating that they had learned English as a foreign language for at least six years in the regular curriculums and acquired fundamental English knowledge and skills according to the MOE educational policies. In addition, the researcher of this study recruited these participants because the selected university in central Taiwan provides a solid, consistent, and fruitful English learning environments. Moreover, the researcher is also the graduate school student of the master's program in this university, indicating that it was easier and more convenient for him to carry out the data collection procedures.

All the non-English-majored freshmen needed to take an English placements test first entered the university. The placement test had three sections (grammar, reading and listening sections) and aimed to evaluate their general English proficiency. Afterwards, they were placed into classes of one of four levels (high, high-mid, low-mid,

and low levels) based on their test scores. By the end of the one-year Freshman English for Non-Majors (FENM) program, all the non-English-majored freshmen were requested to take the second placement test.

In order to provide more information about the participants' learning environments, a concise description of the FENM program is described as follows. First, the FENM program is a required course for the majority of freshmen, and provides a one-year course worth six credits. According to the result of the students' English placement exam, they are required to participate in either four hours of regular class without language lab class per week, or four hours of regular class and one hour of language lab class per week. Second, the FENM program aims at training students' four English skills: listening, speaking, reading, and writing.

The FENM program also includes plenty of in-class oral activities such as pair work, group work, role-plays, dialogues, speeches, and plays about daily life and other topics teachers feel suitable to use in class. In addition, some oral assignments are done individually, while some are done in pairs or small groups. After training and practicing from various in-class oral activities, the students are expected to use English comfortably for real-life communication inside and outside of the classroom, and they are more confident in oral communication in various forms. Table 3.1 shows the oral assessments in the FENM program.

Table 3.1

Oral Assessments in the FENM Program (adapted from Chiang, 2011, p. 66)

First Semester	Second Semester
<i>Low level</i>	<i>Low level</i>
3 assignments + 1 dialogue	3 assignments + 1 play
Each oral assignment is 1.5-2 minutes long.	Each oral assignment is 1.5-2 minutes long.
The dialogue is 2.5-4 minutes long.	The play is 7-10 minutes long.
<i>Mid/High level</i>	<i>Mid/High level</i>
3 assignments + 1 dialogue	3 assignments + 1 play
Each oral assignment is 1.5-2 minutes long.	Each oral assignment is 3 minutes long.
The dialogue is 2.5-4 minutes long.	The play is 7-10 minutes long.

Measurements and Variables

The main purpose of this study aimed at investigating and measuring university EFL freshmen's self-rated degrees of their in-class and outside-class EOCD, and their self-rated attitudes toward Freshman English in-class oral activities. In addition, the researcher used university EFL freshmen's English proficiency levels as an independent variable to see if there were any significant differences in their in-class and outside-class EOCD between students of high and low English proficiency levels, and to see if there were any significant differences in their attitudes toward the Freshman English in-class oral activities between students of high and low English proficiency levels. Moreover, the researcher examined the relationships between the university EFL freshmen's in-class and outside-class EOCD, and the relationships between these EOCD and their attitudes toward the Freshman English in-class oral activities. At last, the researcher used university EFL freshmen's English proficiency levels as a moderator variable to see if their English proficiency levels had a significant effect on the relationships between their attitudes toward the Freshman English in-class oral activities and in-class as well as outside-class EOCD.

Besides, gender and personal background information were interpreted to give the researcher a better understanding toward these students in the next chapter. Moreover, knowing the university EFL freshmen's in-class and outside-class EOCD and their attitudes toward the Freshman English in-class oral activities, the researcher can gather some useful opinions and information for the university Freshman English teachers. Several figures were used to present the variables, to illustrate the relationships between the variables in the measurement, and to facilitate linking the various measurements with the Research Questions in the study as well as defining variables for the corresponding measurements. Figure 3.1 shows such purpose for Research Questions 1 to 3 given as follows:

1. What are university EFL freshmen's self-rated degrees of their in-class EOCD? Are there any significant differences in the in-class EOCD between students of high and low English proficiency levels?

2. What are university EFL freshmen’s self-rated degrees of their outside-class EOCD?
Are there any significant differences in the outside-class EOCD between students of high and low English proficiency levels?
3. What are university EFL freshmen’s self-rated attitudes toward their Freshman English in-class oral activities? Are there any significant differences in their attitudes between students of high and low English proficiency levels?

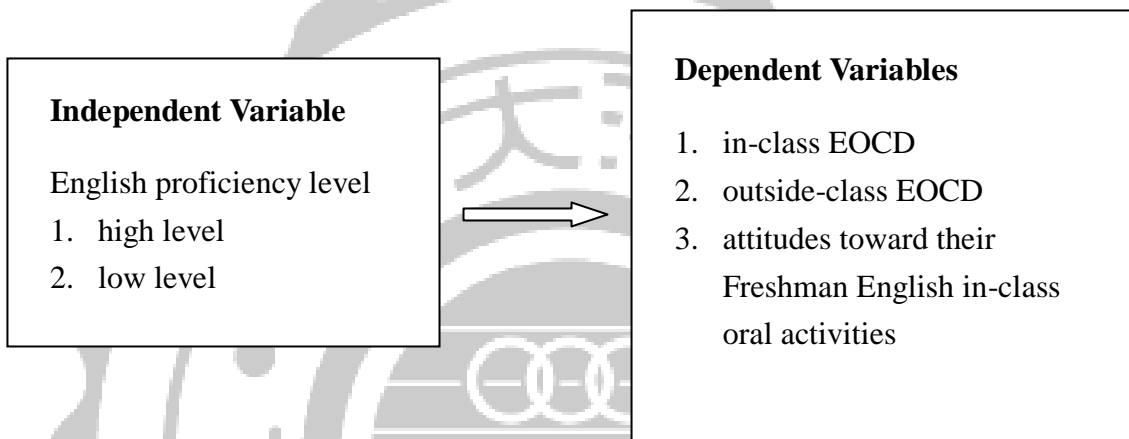


Figure 3.1.
Illustration of variables in the measurements for answering research questions 1-3.

Figure 3.2 presents the variables and shows the relationships in the measurements for answering research question four, which is given as follows:

4. Is there a significant relationship between university EFL freshmen’s in-class and outside-class EOCD?

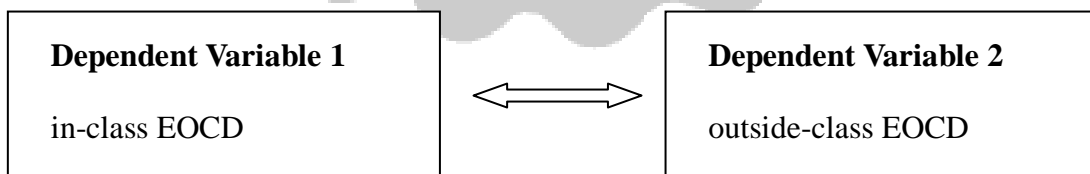


Figure 3.2.
Illustration of variables in the measurements for answering research question 4.

Figure 3.3 presents the variables and shows the relationships in the measurements for answering research question five and six, which is given as follows:

5. Is there a significant predictive relationship between university EFL freshmen's in-class EOCD and attitudes toward their Freshman English in-class oral activities? If so, does relationship vary according to students' English proficiency levels?
6. Is there a significant predictive relationship between university EFL freshmen's outside-class EOCD and attitudes toward their Freshman English in-class oral activities? If so, does such a relationship vary according to students' English proficiency levels?

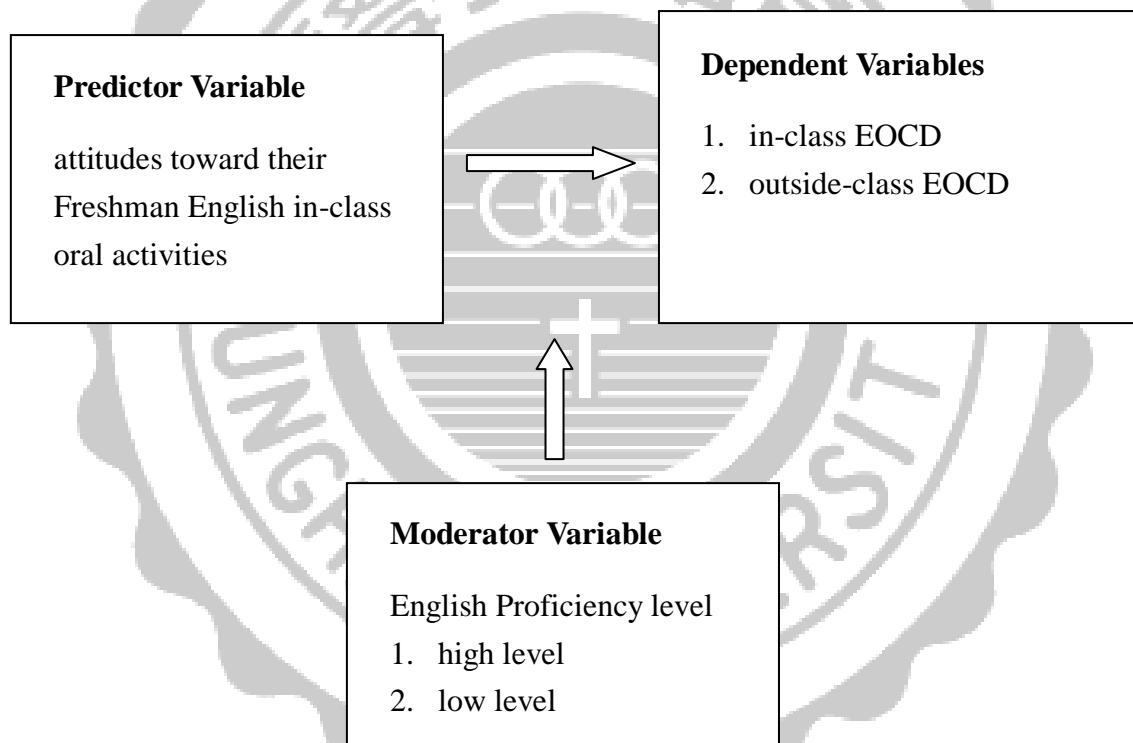


Figure 3.3.

Illustration of variables in the measurements for answering research questions 5-6.

Instruments

The instruments used in this study comprised the Basic Personal Background Information Questionnaire (9 items), the EOCD Inventory (42 items), and the Attitudes toward Freshman English In-class Oral Activities Questionnaire (24 items). In

addition, the survey instruments distributed to the participants were written in Chinese, which was the participants' native language to avoid misunderstanding of the questionnaire items (see Appendix B; see Appendix D for the English translation). Moreover, these questionnaires were answered by the participants recruited from the high and low English proficiency levels in the main study. Table 3.2 presents the framework, themes, and items of the three aforementioned survey instruments used in this study.

Table 3.2
The Framework of the Questionnaires Used in the Main Study

Parts	Themes	Items
Basic Personal Background Information	Personal Information	1-9
EOCD Inventory		
<i>Section I: In-class EOCD</i>	Individual	1-7
	Interactive	8-14
	Affective	15-21
<i>Section II: Outside-class EOCD</i>	Individual	22-28
	Interactive	29-35
	Affective	36-42
Attitudes toward Freshman English	Function-oriented	1-8
In-class Oral Activities Questionnaire	Feature-oriented	9-16
	Affect-oriented	17-24

In addition, several reasons to use questionnaires as the instrument in this study are listed as follows. First, giving the questionnaire is one of the efficient methods to get the numerous data and information in a short period of time. Second, by answering the

well-designed questionnaire items is time-saving compared to one by one face to face interview. Third, the questionnaires are answered anonymously, the questionnaire takers are worry-free and they can express their real situations when answering the questions. Turner & Meyer (1999) also pointed out that “responses to researcher-provided, closed-ended survey questions regularly produce predictable associations between students’ perceptions of the classroom motivational climate and their own motivational orientations” (p. 310).

Basic Personal Background Information Questionnaire

As seen in Table 3.1, the Basic Personal Background Information Questionnaire covered class number, gender, age, types of senior high schools, college of academic majors, number of years of learning English, place of residence, time spent in an English-Speaking country, and apart from the English class at school, and number of hours of practicing English oral outside of class per week (See Appendix D). Some items were adapted from Chen’s (2007) Basic Personal Background Information Questionnaire and the rest of them were designed by the researcher of the present study and his thesis advisor. The main purpose of this questionnaire was to provide a basic understanding of the participants’ personal background.

The English Oral Competence Developments Inventory

As seen in Table 3.1, the second part, the English Oral Competence Developments (EOCD) Inventory, includes forty-two items which were divided into two sections: in-class EOCD and outside-class EOCD (See Appendix D). Several items in this section were adapted from Chen’s (2007) English Learning Behaviors Questionnaire, and the majority of the items were designed by the researcher and his thesis advisor. All the items of self-rated degrees of in-class and outside-class EOCD were measured by 42 5-point Likert scale questionnaire items. The in-class EOCD inventory was further divided into three factors listed and defined as follows:

1. Individual (Items 1-7): The items in individual factor referred to what freshmen would do to improve or enhance their EOC on their own in the in-class EOCD; they all involved a self-practicing and self-monitoring process to achieve good academic performances in English class. For instance, in my English class, I correct my own English pronunciation and intonation. While examining what students would do to enhance their EOC on their own in English classes, Rao's (2002) and Feng's (2007) studies showed that the students preferred developing grammar abilities first than EOC in English classes. In addition, Yang's (2007) study also showed that the students relied a lot on English teachers while developing their EOC.
2. Interactive (Items 8-14): The items in interactive factor referred to what freshmen would do to improve or enhance their EOC by practicing with others in the in-class EOCD, which can be seen as an interactive practicing process to achieve better academic performances in English class. For example, in my English class, I use English to do pair or group discussion with classmates. In addition, Kurihara's (2006) study also showed that students had a strong belief that their EOC can be developed by interactively practicing with their English teachers and classmates in English classes.
3. Affective (Items 15-21): The items in affective factor referred to freshmen's affections or feelings which would keep them in a relaxed mood or encourage them to engage in the in-class EOCD activities. For instance, in my English class, I remind myself not to be worried about making mistakes or forgetting lines during in-class oral activities. In addition, plenty of studies had proved that there was a tight relationship between affective factors and English performance. Chang's (2001) study pointed out that affective factor, courage, was the determinant to the students to speak English with others or not. In addition, Rao's (2002) study emphasized the importance of providing students a comfortable and low-pressure environment while they are developing their EOC. Kurihara (2006) also proved that the affective factors truly influence students' willingness and performance toward English speaking.

In addition, some of the outside-class EOCD items were adapted from Chen's (2007) English Learning Behaviors Questionnaire, and the majority of the items were designed by the researcher and his thesis advisor. The outside-class EOCD inventory was further divided into three factors listed and defined as follows:

1. Individual (Items 22-28): The items in individual factor referred to what freshmen would do to improve or enhance their EOC on their own in the outside-class EOCD, which can be seen as a self-practicing and self-monitoring process to achieve better academic performances after class. For example, after class, I follow English songs, radio programs, or magazine CDs to imitate or practice English pronunciation and intonation.
2. Interactive (Items 29-35): The items in interactive factor referred to what freshmen would do to improve or enhance their EOC by practicing with others in the outside-class EOCD, which can be seen as an interactive practicing process to achieve better academic performances after class. For instance, after class, I go to places where foreigners are often seen, such as churches, western-styled restaurants, fast food stores, coffee shops, and night clubs, to chat with them in English.
3. Affective (Items 36-42): The items in affective factor referred to freshmen's affections or feelings which would keep them in a relaxed mood or encourage them keep on trying practicing their EOC in the outside-class EOCD. For example, after class, I would encourage myself to practice more if I did not do well on my English oral practice.

The Attitudes toward Freshman English In-class Oral Activities Questionnaire

As seen in Table 3.1, the third questionnaire, Attitudes toward Freshman English In-class Oral Activities Questionnaire, was designed by the researcher and his thesis advisor. All the items of self-rated attitudes toward Freshman English in-class oral activities questionnaire were measured by 24 5-point Likert scale questionnaire items. The attitudes toward Freshman English in-class oral activities questionnaire was further divided into three factors listed and defined as follows:

1. Function-oriented (Items 1-8): The items in function-oriented factor referred to freshmen's self-rated attitudes toward the functions of Freshman English in-class oral activities. For instance, FENM in-class oral activities help me know the strengths and weaknesses of my own EOC.
2. Feature-oriented (Items 9-16): The items in feature-oriented factor referred to freshmen's self-rated attitudes toward the features of Freshman English in-class oral activities. For example, FENM in-class oral activities consist of a variety of activities, such as pair dialogues, group discussion, and role plays.
3. Affect-oriented (Items 17-24): The items in affect-oriented factor referred to freshmen's self-rated attitudes toward the affective factors of Freshman English in-class oral activities. For example, I feel a sense of achievement while doing FENM in-class oral activities.

Basically, the participants were required to choose from “Hardly true of me” (1 point) to “Very true of me” (5 points) based on their real situations. Table 3.3 shows the questionnaire takers' responses and the corresponding scores they got. Besides, Appendix A in Chinese version presents three questionnaires together for the pilot study. After the pilot study, the researcher checked all the feedbacks and comments from the participants of the pilot study to find out and modify the ambiguous or unclear items in these questionnaires. Luckily, all the items of three questionnaires were accepted and understood by the participants of the pilot study. In addition, the internal-consistency reliability coefficients of each questionnaire were very high and they were discussed later in this chapter. Therefore, according to the participants' feedbacks and the reliability analysis results, it was unnecessary for the researcher to make further revisions of all the items, indicating that the three questionnaires, Basic Personal Background Information Questionnaire, the EOCD Inventory, and Attitudes toward Freshman English In-class Oral Activities Questionnaire could be used for the main study. Appendix B shows the revised questionnaire used for the main study. Using the Chinese version of the questionnaire would put the participants at ease to avoid misunderstanding the meanings of the items or feeling anxious.

Table 3.3

Questionnaire Takers' Responses and the Corresponding Scores

Response	Score
Hardly true of me	1
Not true of me	2
Slightly true of me	3
True of me	4
Very true of me	5

Data Collection Procedures

The purpose of this study aimed at investigating and measuring university EFL freshmen's self-rated degrees of their in-class and outside-class EOCD, and their self-rated attitudes toward their Freshman English in-class oral activities. Hence, the researcher of this study needed to get the access and the lists of the freshmen's classes, teachers and students first from the assistant of FENM program. Due to the methodology of this study, he required a large number of the participants. Therefore, classes from high and low levels were randomly selected by the researcher. Later, he E-mailed the Freshman English teachers chosen for the main study and explained the purpose of the study and the data collection procedures to them.

The researcher collected the data for the study by the end of the second semester in 2010. Some Freshman English teachers replied to the researcher's e-mail and helped him to distribute the package of the questionnaires in their English classes, and then they collected the answered questionnaires back for him. For the rest of the classes, the researcher went to the recruited FENM classes in person, respectively. The researcher briefly introduced the purpose of the survey and gave clear instructions to the participants before distributing them the whole package. Later, the participants filled in three questionnaires, and they were reminded to answer all the items based on their own situations spontaneously but also carefully. In addition, the whole process took about fifteen to twenty minutes. Figure 3.4 illustrates the data collection procedures.

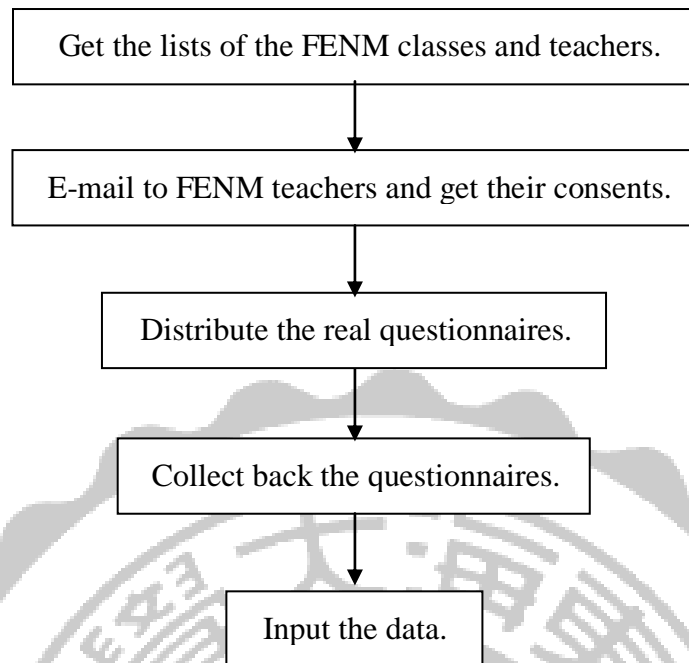


Figure 3.4.

Data collection procedures for the main study.

Data Analysis Procedures

The statistical software package SPSS 13.0 for Windows was used to organize and analyze the data collected for the study to provide both descriptive and inferential statistics to help answer the six research questions. The significance decision level was set at $\alpha < .01$ for all the statistical significance tests. First, the researcher used frequency distribution analysis to see frequencies of responding each item in the Basic Personal Background Questionnaire. Second, for the research question one, two and three, descriptive analysis was used to see the means, standard deviations, and frequency distribution. Specifically, frequency distribution and descriptive statistical analyses were performed to measure university EFL freshmen's self-rated in-class and outside-class EOCD and their self-rated attitudes toward their Freshman English in-class oral activities. In addition, Independent-samples t-tests were used to see if there were any significant differences between university EFL freshmen of high and low English proficiency levels in their in-class and outside-class EOCD as well as in their

attitudes toward their Freshman English in-class oral activities. Then, for research question four, Pearson correlation analysis was used to see if there was a significant relationship between students' in-class and outside-class EOCD, followed by the simple regression analysis for the research question five and six to see if the freshmen's attitudes toward their Freshman English in-class oral activities can effectively predict their in-class and outside-class EOCD as well as to examine whether the significance would vary according to different two English proficiency levels.

Pilot Study

The researcher conducted the pilot study in May, 2010. A total of 107 freshmen from the private university in central Taiwan participated in the pilot study. They were from two levels: high and low levels of the FENM program. The participants were given three Chinese-written questionnaires (see Appendix A). The purposes of the pilot study were to examine the reliability and validity of three questionnaires, to help the researcher revise the problematic questionnaire items, and to come up with the formal questionnaires after revising the problematic items. Due to several items of the questionnaires were partially adapted from Chen's (2007) Basic Personal Background Information Questionnaire and English Learning Behaviors Questionnaire, and the rest of the items were designed by the researcher and his thesis advisor, he wanted to examine whether the questionnaires were workable or not. It took them a long period of time to discuss and revise the questionnaires before distributing them to the participants for the pilot study.

The researcher got the access and lists of the classes, teachers and students from the assistant of FENM program. Two classes (50.5% of the total participants) from high level and two classes (49.5% of the total participants) from low level were randomly selected by the researcher. Later, he wrote an E-mail to the teachers chosen for the pilot study and explained the purpose of the study and the data collection procedures. The researcher distributed three questionnaires in four classes during the available extra time about 15 minutes to explain, distribute and collect the questionnaire

sheets. The total of 107 valid questionnaire sheets were used and transferred into data for further data analyses. The results of the pilot study are presented in the following sections (see Appendices E, F, and G for details).

Summary of Basic Personal Background Information

In this section, the participants' basic personal background information was summarized and discussed (see Appendix E for details). Most of the participants (86.9%) graduated from regular senior high school. Forty-three point nine percent of the total participants are male students and 56.1% of them are female students. Thirty-five point five percent of them have learned English for six to eight years, 38.3% have learned English over eight years to ten years, and 19.6% have learned English for more than ten years. The majority of the participants (86.9%) never lived or spent time in an English-speaking country before, and in a very rare number of them (.9% over six months to a year and 1.9% over a year) had an experience of living or spending time in an English-speaking country before. At last, when asking "Apart from your English class at school, how many hours per week in average do you practice oral English?" Most of the participants (70.1%) spent less than an hour, and merely 3.7% would do it over two hours to three hours.

Validating the Questionnaires

To validate the questionnaires for the further use in the main study, the researcher used reliability analyses to examine the respective internal-consistency reliability of the items and the overall internal-consistency reliability of the EOCD Inventory with 21 in-class items and 21 outside-class items, and the Attitudes toward Freshman English In-class Oral Activities Questionnaire with 24 items.

The English Oral Competence Developments Inventory

First, Table 3.4 shows that the internal-consistency reliability coefficients of the in-class EOCD items under each of the three subcategories ranged from .862 to .893,

and the overall internal-consistency reliability coefficient reached .932, indicating these items had high internal consistency reliability. Second, as seen in Table 3.5, the internal-consistency reliability coefficients of the outside-class EOCD items under each of the three subcategories ranged from .854 to .878 and the overall internal-consistency reliability coefficient reached .940, also indicating they had high internal-consistency reliability. At last, as seen in Table 3.6, the internal-consistency reliability coefficients of all the in-class EOCD items and all the outside-class EOCD items were .932 and .94, respectively, and the overall internal-consistency reliability coefficient of all the EOCD items reached .964 (see Appendix F for details).

Table 3.4

Internal-Consistency Reliability Coefficients of the In-class EOCD Inventory Items

In-class EOCD Category	Cronbach's α
Individual (Items 1-7)	.862
Interactive (Items 8-14)	.893
Affective (Items 15-21)	.863
Overall	.932

N = 107

As a result, all the data presented in Tables 3.4 to 3.6 proved high internal consistency reliability of the survey instruments used in the study. Also, when coding the questionnaire sheets, the researcher did not find any of the 107 participants have any question or ambiguity about the forty-two questionnaire items.

Table 3.5

Internal-Consistency Reliability Coefficients of the Outside-class EOCD Inventory Items

Outside-class EOCD Category	Cronbach's α
Individual (Items 22-28)	.878
Interactive (Items 29-35)	.854
Affective (Items 36-42)	.865
Overall	.940

N = 107

Table 3.6

Internal-Consistency Reliability Coefficients of the EOCD Inventory Items

Overall EOCD Category	Cronbach's α
In-class (Items 1-21)	.932
Out-side class (Items 22-42)	.940
Overall	.964

N = 107

To sum up, according to the participants' feedbacks with no question at all toward each items, and the high internal consistency reliability of the EOCD inventory, indicating that all the 42 items in this questionnaire are acceptable, understandable and reliable. It also implies the researcher could use this questionnaire for the future main study without any revision or modification (see Tables 3.4, 3.5, and 3.6 for details).

The Attitudes toward Freshman English In-class Oral Activities Questionnaire

As seen in Table 3.7, the internal-consistency reliability coefficients of the items in the attitudes toward Freshman English in-class oral activities questionnaire ranged from .883 to .930, and the overall internal-consistency reliability coefficient reached .950. These numbers of the attitudes toward in-class oral English activities questionnaire presented high internal consistency reliability (see Appendix G for details). While keying in the data, the researcher did not find any of the participants had any questions about the questionnaire items, and high internal consistency reliability of the Attitudes toward In-class Oral English Activities Questionnaire was found. It means all the 24 items in this questionnaire were acceptable, understandable, and reliable. It also implies the researcher could use this questionnaire for the future main study without any revision or modification (see Table 3.7 for details).

Table 3.7

Internal-Consistency Reliability Coefficients of the Attitudes toward In-class Oral English Activities Questionnaire Items

Attitudes Category	Cronbach's α
Function (Items 1-8)	.885
Types (Items 9-16)	.930
Affect-based (Items 17-24)	.883
Overall	.950

N = 107



CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study about EFL college freshmen's EOCD and attitudes toward their Freshman English in-class oral activities. It consists of the following sections: (1) The summary of the participants' basic personal background information; (2) university EFL freshmen's EOCD; (3) their attitudes toward Freshman English in-class oral activities; and (4) the relationships between their EOCD and attitudes toward Freshman English in-class oral activities

Summary of the Participants' Basic Personal Background Information

The participants' basic personal background information is summarized and given as follows (see Appendix H for details). A total of 463 participants participated in the main study; 66.7% (309 students) of them were from high-level classes, and 33.3% (154 students) from low-level classes. While seeing gender, 40% of the participants were male students and 60% of them were female students. Ninety-two point nine percent of the participants were in the range of 18 to 20 years old, and 85.7% of them graduated from regular senior high school. Quite average numbers of the participants were from three different colleges: Agriculture (21.8%), Management (21.0%), and Arts (20.1%). 95.9% of the participants had learned English for at least six years. Thirty-three point one percent of the participants were from Taichung City, where the selected school in this study locates. Most of the participants (86.4%) had never lived or spent time in an English-speaking country before, 9.1% of them stayed less than three months, 1.7% of them stayed between three to six months, 1.3% of them stayed between six months to a year, and 1.5% of them stayed more than a year. At last, when asking "Apart from your English class at school, how many hours per week in average do you practice oral English?" Seventy-three point seven percent of the participants spent less than an hour, 20.5% spent one to two hours, 3.9% spent over two to three hours, and merely 1.9% reported spending over three hours.

University EFL Freshmen's English Oral Competence Developments

This section includes the results and the discussion of the descriptive statistical analysis results and the independent-samples t-tests results to answer the research questions 1 and 2, and the Pearson correlation analysis results to answer the research question 4.

In addition, the English Oral Competence Developments (EOCD) Inventory includes 42 items, evenly divided into two sections: in-class EOCD and outside-class EOCD. All the items of self-rated degrees of in-class and outside-class EOCD inventory were measured by 42 5-point Likert scale questionnaire items to examine the participants' in-class and outside-class EOCD within three categories: Individual, Interactive, and Affective. Several items in two sections were adapted from Chen's (2007) English Learning Behaviors Questionnaire, while the majority of the items were designed by the researcher. In addition, all the negative statements in this inventory were given points in reverse order of the 5-point Likert scale.

In-class English Oral Competence Developments

In this section, the researcher seeks to answer Research Question 1: What are university EFL freshmen's self-rated degrees of their in-class English oral competence developments? Are there any significant differences in the in-class English oral competence developments between students of high and low English proficiency levels?

Table 4.1 shows the grand mean and internal-consistency reliability coefficient of the in-class EOCD inventory. As seen in Table 4.1, the overall internal-consistency reliability coefficient of the in-class EOCD inventory was .919, and the grand mean ($M = 3.27$) was higher than the moderate degree ($M = 3.00$) while answering these questionnaire items. Seeing respectively toward each category, the participants' individual factor was slightly high ($M = 3.52$), followed by affective factor ($M = 3.44$), and interactive factor ($M = 2.86$).

Table 4.1

Grand Means and Internal-Consistency Reliability Coefficients of the Three Categories in In-class EOCD

Category	Grand Mean	Cronbach's α
Individual	3.52	.850
Interactive	2.86	.867
Affective	3.44	.862
Overall	3.27	.919

N = 463

Table 4.2 presents the frequencies of response (in %), means (M), and standard deviations (SD) of the participants' responses to the seven in-class EOCD individual items, including Items 1 to 7 listed in a descending order of the means.

Table 4.2

Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the In-class EOCD Individual Items

No	Item Description	1 ^a	2	3	4	5	M	SD
3.	In my English class, I pay attention to see if my English pronunciation and intonation are correct or not.	.9	6.9	25.3	50.5	16.4	3.75	.84
1.	In my English class, I pay attention to see if my oral English performance is good or not.	1.1	6.7	28.7	48.8	14.7	3.69	.84
4.	In my English class, I correct my own English pronunciation and intonation.	1.9	7.6	27	48.8	14.7	3.67	.88
6.	In my English class, I follow the teacher to practice my English pronunciation and intonation.	1.5	12.1	31.7	42.8	11.9	3.51	.91
2.	In my English class, I softly read out new words I see in the textbook.	2.8	12.3	37.6	37.6	9.7	3.39	.92
5.	In my English class, I follow the teacher to read along English sentence patterns and texts.	1.9	15.1	36.3	37.4	9.3	3.37	.92
7.	In my English class, I imitate the teacher's English pronunciation and intonation.	3	18.8	40	28.7	9.5	3.23	.96
Grand Mean							3.52	

Reliability coefficient $\alpha = .85$

Note:

a. 1=hardly true of me, 2=not true of me, 3=slightly true of me, 4=true of me, 5=very true of me

As seen in Table 4.2, the internal-consistency reliability coefficient of these items was .85 and the grand mean was 3.52. The means of all the items ranged from 3.23 to

3.75, which were all higher than the moderate degree ($M = 3.00$). Compared to other items, Item 3 had the highest mean ($M = 3.75$), indicating that most of the participants (66.9%) would pay attention to see if their English pronunciation and intonation are correct or not in their English class. In addition, Item 7 had the lowest mean ($M = 3.23$), higher than the moderate degree ($M = 3.00$), indicating that nearly 40% of the participants would imitate their teacher's English pronunciation and intonation in their English class.

Table 4.3 presents the frequencies of response (in %), means (M), and standard deviations (SD) of the participants' responses to the seven in-class EOCD interactive items, including Items 8 to 14 listed in a descending order of the means.

Table 4.3
Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the In-class EOCD Interactive Items

No	Item Description	1 ^a	2	3	4	5	M	SD
11.	In my English class, I use English to practice in-class oral activities with classmates, such as dialogues, role plays, and plays.	4.8	16.8	33.5	34.6	10.4	3.29	1.02
14.	In my English class, I use English to respond to the teacher.	6.0	17.1	36.7	29.4	10.8	3.22	1.05
13.	In my English class, I use English to ask the teacher questions.	9.3	28.7	31.5	22.9	7.6	2.91	1.09
10.	In my English class, I use English to do pair or group discussion with classmates.	9.3	32.0	32.4	21.6	4.8	2.81	1.03
9.	In my English class, I practice English conversation with classmates.	11.4	30.5	36.1	18.8	3.2	2.72	1.00
8.	In my English class, I look for opportunities to practice my English oral competence with classmates.	9.1	36.7	39.5	11.4	3.2	2.63	.92
12.	In my English class, I look for opportunities to practice my English oral competence with the teacher.	14.0	41.7	32.6	8.6	3.0	2.45	.94
Grand Mean							2.86	

Reliability coefficient $\alpha = .867$

Note:

a. 1=hardly true of me, 2=not true of me, 3=slightly true of me, 4=true of me, 5=very true of me

As seen in Table 4.3, the internal-consistency reliability coefficient of these items was .867 and the grand mean was 2.86. The means of all the items ranged from 2.45

to 3.29. Among the seven items, five of them were lower than the moderate degree ($M = 3.00$). Among the seven items, Item 11 had the highest mean ($M = 3.29$), indicating that 45% of the participants would use English to practice in-class oral activities. In addition, Item 12 had the lowest mean ($M = 2.45$), indicating that nearly 60% of the participants would not look for opportunities to practice their EOC with the teacher in their English class.

Table 4.4 presents the frequencies of response (in %), means (M), and standard deviations (SD) of the participants' responses to the seven in-class EOCD affective items, including Items 15 to 21 listed in a descending order of the means.

Table 4.4
Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the In-class EOCD Affective Items

No	Item Description	1 ^a	2	3	4	5	M	SD
21 ^b	In my English class, I try to avoid speaking English.	2.6	5.2	22.5	47.9	21.8	3.81	.92
20.	In my English class, I would remind myself to keep on trying if I didn't do well on my oral English performance.	1.1	6.3	33.3	43.8	15.6	3.67	.85
18.	In my English class, I remind myself not to be afraid to speak English in class.	2.6	9.7	35.6	38.2	13.8	3.51	.94
15.	In my English class, I keep myself in a relaxing and pleasant mood to practice my English oral competence.	2.6	12.7	32.8	35.9	16.0	3.50	.99
19.	In my English class, I remind myself not to be worried about making mistakes or forgetting lines during in-class oral activities.	2.2	11.7	35.6	39.5	11.0	3.46	.91
17.	In my English class, I encourage myself to speak English with the teacher.	5.4	21.8	35.0	28.9	8.9	3.14	1.03
16.	In my English class, I encourage myself to speak English with classmates.	5.0	25.1	42.1	22.0	5.8	2.99	.95
Grand Mean							3.44	

Reliability coefficient $\alpha = .862$

Note:

a. 1=hardly true of me, 2=not true of me, 3=slightly true of me, 4=true of me, 5=very true of me

b. All the negative statements were given points in reverse order of the 5-point Likert scale.

As seen in Table 4.4, the internal-consistency reliability coefficient of these items was .862 and the grand mean was 3.44. The means of all the items ranged from 2.99 to 3.81. Six items were higher than the moderate degree ($M = 3.00$). Item 21 had the

highest mean ($M = 3.81$). It was the negative statement and given points in reverse order of the 5-point Likert scale, indicating that almost 70% of the participants would try to speak English in their English class. However, Item 16 ($M = 2.99$) showed that nearly 30% of the participants would not encourage themselves to speak English with their classmates in their English class.

Table 4.5 shows the top and bottom five in-class EOCD items (i.e., items with the highest and lowest means).

Table 4.5
Top Five and Bottom Five In-class EOCD Items

No.	Item Description	Category	M
21	In my English class, I try to avoid speaking English.	Affective	3.81
3	In my English class, I pay attention to see if my English pronunciation and intonation are correct or not.	Individual	3.75
1	In my English class, I pay attention to see if my oral English performance is good or not.	Individual	3.69
4	In my English class, I correct my own English pronunciation and intonation.	Individual	3.67
20	In my English class, I would remind myself to keep on trying if I didn't do well on my oral English performance. (from top 1 to 5 of highest mean)	Affective	3.67
12	In my English class, I look for opportunities to practice my English oral competence with the teacher.	Interactive	2.45
8	In my English class, I look for opportunities to practice my English oral competence with classmates.	Interactive	2.63
9	In my English class, I practice English conversation with classmates.	Interactive	2.72
10	In my English class, I use English to do pair or group discussion with classmates.	Interactive	2.81
13	In my English class, I use English to ask the teacher questions. (from top 1 to 5 of lowest mean)	Interactive	2.91

As seen in Table 4.5, most of the freshmen would pay attention to their performance or pronunciation and intonation; moreover, they would keep on trying to speak English whether their oral English performance was good or not in the in-class EOCD. This table also shows that most of the participants would not look for opportunities to practice their EOC with the teacher or classmates; yet, they seldom used or practiced English with the teacher or classmates in the in-class EOCD either.

Table 4.6 summarizes the independent-samples t-tests results of testing overall significant difference in the participants' in-class EOCD between the high and low English proficiency levels. It also shows means, standard deviations, and T value of overall and three different categories between two English proficiency levels.

Table 4.6

Comparisons of In-class EOCD between English Proficiency Levels

Categories	Independent Variable	M	SD	T Value
Individual	High level	3.60	.60	4.146*
	Low level	3.34	.70	
Interactive	High level	2.96	.70	4.219*
	Low level	2.65	.81	
Affective	High level	3.54	.65	4.631*
	Low level	3.23	.74	
Overall	High level	3.37	.54	5.202*
	Low level	3.08	.62	

*significant at $p < .01$

As seen in Table 4.6, an overall significant difference was found at $p < .01$ as well as significant differences were found in three different categories. While examining each item in the in-class EOCD inventory with the independent-samples t-tests, numbers of significant differences were found (Individual Items 1, 3, 4, 6, 7, Interactive Items 1, 2, 3, 5, 6, 7, and Affective Items 1, 2, 3, 6, 7). In addition, significant differences in the in-class EOCD between students of high and low English proficiency levels were confirmed.

In addition, the results suggested that the university freshmen enhanced or developed their EOC by engaging more in self-practicing activities than practicing with others. What is noteworthy is that the freshmen in the current study did not seem to look for opportunities to practice their EOC with their English teachers and their classmates in the English class. This might correspond to the previous study that the freshmen were used to passively receiving English knowledge from the teachers rather

than actively using or speaking English with others. This suggested that most of the English teaching and learning environments in Taiwan were teacher-centered, or they were not given enough opportunities to practice their EOC with others in the English class (Chuang & Huang, 2009).

Besides, Chou (2003) had found that students would aggressively and actively practice or communicate more with others in the English class while being provided a situation closed to their life experiences. This might infer that the freshmen who did not use or practice EOC with others in the in-class EOCD in this study considered that they were not provided suitable or proper learning situations to trigger them to speak English with others. Moreover, the freshmen's learning habits could be one of the factors to influence their engagements in the in-class EOCD. In Taiwan, most of students would like to keep silent and hide away from teachers' attention in class, not mentioning they would not like to be called by teachers, especially in the English class. Lastly, the freshmen in the present study did not seem to use English to ask their English teachers questions or practice EOC with their classmates in the English class, which Chang (2001) had explained that the students dared not to perform out their EOC while lacking of the sufficient linguistic knowledge. Their lack of sufficient linguistic knowledge might make them afraid of making mistakes while having conversations with others.

Interestingly, although the university freshmen in the present study did not seem to practice their EOC with others in the English class, they would seem to keep on trying to speak English. This finding might be in line with the previous studies that found students with positive attitudes and high motivation toward English learning would try to use more EOC (Govender, 2010; Kanjira, 2008; Kurihara, 2006). Therefore, it could be assumed that the freshmen in the present study had positive attitudes and high motivation toward English learning. Furthermore, the possible reasons why freshmen kept on trying to speak English might be that they wanted to pass the in-class oral assessments assigned by their English teachers, or to fulfill their self-anticipations of having better EOC.

In addition, the results also revealed that the freshmen in the high English proficiency level seemed to engage more in the in-class EOCD than those in the low English proficiency level. This finding could be in line with Chen's (2007) study that higher English achievers tend to show more in-class English learning behaviors than do lower ones. The reasons why the freshmen in the high English proficiency level would perform more EOC or engage more in the English oral activities might be that they probably had more learning strategies, equipped better EOC, and possessed more positive English learning attitudes and motivation (Chen, 2007). Furthermore, the freshmen in the high English proficiency level might feel less anxious and more comfortable while engaging in the English oral activities in the in-class EOCD. Hence, these characteristics might help the freshmen in the high English proficiency level to look for more opportunities to enhance their EOC to get good grades, or to fulfill their self academic anticipations.

Outside-class English Oral Competence Developments

In this section, the researcher seeks to answer Research Question 2: What are university EFL freshmen's self-rated degrees of their in-class English oral competence developments? Are there any significant differences in the outside-class English oral competence developments between students of high and low English proficiency levels?

Table 4.7 shows the grand mean and internal-consistency reliability coefficient of the outside-class EOCD inventory.

Table 4.7

Grand Means and Internal-Consistency Reliability Coefficients of the Three Categories in Outside-class EOCD

Category	Grand Mean	Cronbach's α
Individual	2.93	.874
Interactive	2.41	.848
Affective	3.26	.869
Overall	2.87	.935

N = 463

As seen in Table 4.7, the overall internal-consistency reliability coefficient of the outside-class EOCD inventory was .935, and the grand mean was ($M = 2.87$) lower than the moderate degree ($M = 3.00$). Seeing respectively toward each category, their affective factor was slightly high ($M = 3.26$), followed by individual factor ($M = 2.93$), and interactive factor ($M = 2.41$).

Table 4.8 presents the frequencies of response (in %), means (M), and standard deviations (SD) of the participants' responses to the seven "outside-class EOCD individual items", including Items 22 to 28 listed in a descending order of the means.

Table 4.8

Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the Outside-class EOCD Individual Items

No	Item Description	1 ^a	2	3	4	5	M	SD
27.	After class, I follow English songs, radio programs, or magazine CDs to imitate or practice English pronunciation and intonation.	4.3	15.6	31.1	32.2	16.8	3.42	1.07
28.	After class, I follow characters' dialogues in English TV programs or movies to imitate or practice English pronunciation and intonation.	5.4	19.7	30.0	30.0	14.9	3.29	1.11
24.	After class, I read aloud texts, story books, or other English instructional materials on my own.	8.9	30.0	37.4	19.0	4.8	2.81	1.00
25.	After class, I speak English to myself to practice my English oral competence.	9.5	27.6	35.6	22.5	4.8	2.85	1.03
23.	After class, I practice teacher-assigned in-class oral English activities on my own.	7.8	35.6	35.9	17.1	3.7	2.73	.96
22.	After class, I look for opportunities or make time to practice my English oral competence on my own.	7.6	38.2	34.8	15.8	3.7	2.70	.95
26.	After class, I use online English learning resources to practice my English oral competence.	10.4	35.9	34.3	14.5	5.0	2.68	1.01
Grand Mean							2.93	

Reliability coefficient $\alpha = .874$

Note:

a. 1=hardly true of me, 2=not true of me, 3=slightly true of me, 4=true of me, 5=very true of me

As seen in Table 4.8, the internal-consistency reliability coefficient of these items was .874 and the grand mean was 2.93. The means of all the items ranged from 2.68 to 3.42. Five items were lower than the moderate degree ($M = 3.00$). Item 27 had the

highest mean ($M = 3.42$), indicating that nearly 50% of the participants would follow English songs, radio programs, or magazine CDs to imitate or practice English pronunciation and intonation after class. In addition, Item 26 had the lowest mean ($M = 2.68$), indicating that 46.3% of the participants would not use online English learning resources to practice their EOC after class.

Table 4.9 presents the frequencies of response (in %), means (M), and standard deviations (SD) of the participants' responses to the seven outside-class EOCD interactive items (Items 29 to 35), listed in a descending order of the means.

Table 4.9
Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the Outside-class EOCD Interactive Items

No	Item Description	1 ^a	2	3	4	5	M	SD
30.	After class, I practice teacher-assigned in-class oral English activities with classmates.	9.3	30.2	34.3	21.2	5.0	2.82	1.03
32.	After class, I use English to talk with my English teacher.	11.2	31.7	29.2	21.6	6.3	2.80	1.09
31.	After class, I use English to talk with classmates or friends.	12.5	39.1	31.5	14.9	1.9	2.55	.96
29.	After class, I look for opportunities or make time to practice my English oral competence with others.	11.4	44.1	31.7	10.2	2.6	2.48	.92
33.	After class, I use English to talk with people who, not from my school, have good English oral competence.	21.0	43.2	19.7	12.7	3.5	2.35	1.05
34.	After class, I use English to speak with foreigners on the Internet.	33.9	45.1	14.5	5.0	1.5	1.95	.90
35.	After class, I go to places where foreigners are often seen, such as churches, western-styled restaurants, fast food stores, coffee shops, and night clubs, to chat with them in English.	36.7	43.2	11.9	6.0	2.2	1.94	.96
Grand Mean							2.41	

Reliability coefficient $\alpha = .848$

Note:

a. 1=hardly true of me, 2=not true of me, 3=slightly true of me, 4=true of me, 5=very true of me

As seen in Table 4.9, the internal-consistency reliability coefficient of these items was .848 and the grand mean was 2.41. The means of all the items ranged from 1.94 to 2.82, and all items were lower than the moderate degree ($M = 3.00$). Item 30 had

the highest mean ($M = 2.82$), lower than the moderate degree ($M = 3.00$), indicating that merely 26.2% of the participants would practice teacher-assigned in-class oral English activities with classmates after class. In addition, Item 35 had the lowest mean ($M = 1.94$), indicating that nearly 80% of the participants would not go to places where foreigners were often seen to chat with them in English after class.

Table 4.10 presents the frequencies of response (in %), means (M), and standard deviations (SD) of the participants' responses to the seven outside-class EOCD affective items, including Items 36 to 42 listed in a descending order of the means.

Table 4.10
Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the Outside-class EOCD Affective Items

No	Item Description	1 ^a	2	3	4	5	M	SD
42 ^b	After class, I do not spend time preparing or practicing oral activities assigned in my English class.	2.4	11.2	26.8	42.8	16.8	3.60	.97
40.	After class, I would encourage myself to practice more if I didn't do well on my oral English practice.	4.5	13.4	36.5	35.0	10.6	3.34	.99
37.	After class, I try to keep myself in a relaxing and pleasant mood to practice oral activities assigned in my English class.	5.0	14.3	38.4	30.9	11.4	3.30	1.01
41 ^b	After class, I do not take the initiative to practice my English oral competence.	4.5	19.2	33.7	32.8	9.7	3.24	1.02
39.	After class, I try to make myself not afraid to speak English, for instance, self-practicing more in private or listening to others' tips for oral English learning.	6.3	17.5	35.2	31.5	9.5	3.21	1.04
38.	After class, I try to make oral English practice more relaxing and fun, for instance, finding a cozy place to practice or practicing with good friends.	6.3	18.8	36.3	29.2	9.5	3.17	1.04
36.	After class, I encourage myself to take the initiative to practice my English oral competence.	6.9	26.8	36.1	22.7	7.6	2.97	1.04
Grand Mean							3.26	

Reliability coefficient $\alpha = .869$

Note:

a. 1=hardly true of me, 2=not true of me, 3=slightly true of me, 4=true of me, 5=very true of me

b. All the negative statements were given points in reverse order of the 5-point Likert scale.

As seen in Table 4.10, the internal-consistency reliability coefficient of these items was .869 and the grand mean was 3.26. The means of all the items ranged from 2.97

to 3.60. Six items were higher than the moderate degree ($M = 3.00$). Item 42 had the highest mean ($M = 3.60$). It was the negative statement and given points in reverse order of the 5-point Likert scale. This indicated that nearly 60% of the participants would spend time preparing or practicing oral activities assigned in their English class after class. Item 36 had the lowest mean ($M = 2.97$), indicating that 33.7% of the participants would not encourage themselves to take the initiative to practice their EOC; however, nearly 30% of them would still do that.

Table 4.11 shows the top and bottom five outside-class EOCD items (i.e., items with the highest and lowest means).

Table 4.11
Top Five and Bottom Five Outside-class EOCD Items

No.	Item Description	Category	M
42	After class, I do not spend time preparing for or practicing oral activities assigned in my English class.	Affective	3.60
27	After class, I follow English songs, radio programs, or magazine CDs to imitate or practice English pronunciation and intonation.	Individual	3.42
40	After class, I would encourage myself to practice more if I didn't do well on my oral English practice.	Affective	3.34
37	After class, I try to keep myself in a relaxing and pleasant mood to practice oral activities assigned in my English class.	Affective	3.30
28	After class, I follow characters' dialogues in English TV programs or movies to imitate or practice English pronunciation and intonation. (from top 1 to 5 of highest mean)	Individual	3.29
35	After class, I go to places where foreigners are often seen, such as churches, western-styled restaurants, fast food stores, coffee shops, and night clubs, to chat with them in English.	Interactive	1.94
34	After class, I use English to speak with foreigners on the Internet.	Interactive	1.95
33	After class, I use English to talk with people who, not from my school, have good English oral competence.	Interactive	2.35
29	After class, I look for opportunities or make time to practice my English oral competence with others.	Interactive	2.48
31	After class, I use English to talk with classmates or friends. (from top 1 to 5 of lowest mean)	Interactive	2.55

As seen in Table 4.11, most of the participants would spend time preparing or practicing oral activities assigned in their English class; moreover, they would follow English songs, radio programs, magazine CDs, or characters' dialogues in English TV programs or movies to imitate or practice English pronunciation and intonation in the outside-class EOCD. Besides, after class, most of them would keep themselves in a relaxing and pleasant mood to practice oral activities assigned in their English class, and encourage themselves to practice more if they did not do well on their oral English practice. However, this table shows that the majority of the participants would not use or speak English with others after class. Yet, they would not look for opportunities to practice their EOC with the people who had the great EOC or the foreigners in the outside-class EOCD, either.

Table 4.12 summarizes the independent-samples t-tests results of testing overall significant difference in the participants' outside-class EOCD between the high and low English proficiency levels. It also shows means, standard deviations, and T value of overall and three different categories between two English proficiency levels.

Table 4.12

Comparisons of Outside-class EOCD between English Proficiency Levels

Categories	Independent Variable	M	SD	T Value
Individual	High level	3.09	.70	6.856*
	Low level	2.59	.80	
Interactive	High level	2.55	.68	5.972*
	Low level	2.14	.72	
Affective	High level	3.40	.70	5.647*
	Low level	2.99	.80	
Overall	High level	3.01	.60	7.017*
	Low level	2.57	.70	

*significant at $p < .01$

As seen in Table 4.12, an overall significant difference was found at $p < .01$ as well as significant differences were found in three different categories. While examining

each item in the outside-class EOCD inventory with the independent-samples t-tests, significant differences were found in every item in this outside-class EOCD inventory. In addition, significant differences in the outside-class EOCD between students of high and low English proficiency levels were confirmed.

In addition, the results revealed that the university freshmen did not self-practice or practice with others to enhance their EOC in the outside-class EOCD, indicating that the freshmen in the current study did not seem to practice their EOC on their own or with others after class. The findings could be in line with Chen's (2007) study that students did not show enough learning behaviors and they engaged less in outside-class English learning behaviors. Thus, the possible explanation could be that the freshmen no longer had pressure of acquiring better EOC, and they did not need to do extra practices without their English teachers' surveillance after class, either.

Besides, the phenomena of not practicing EOC with others might correspond to the previous study that the freshmen might lack of the sufficient linguistic knowledge (Chang, 2001). As aforementioned, the freshmen would not engage in the English oral practices with others in the English class due to their weak EOC or insufficient linguistic knowledge, which could possibly explain why the freshmen also engage less in the English oral practices with others after class. They might be too afraid of making mistakes while having conversations with others. The results also showed that the freshmen did not practice their EOC with the foreigners. The possible reason might be that talking with the foreigners requires advanced EOC. The freshmen in the current study seemed not to have sufficient EOC. Moreover, this finding might be in line with Chang's (2001) study that if the students only engaged in non-social contexts, they might not use English confidently while encountering an authentic conversational situation in their real life.

Although the freshmen did not seem to practice their EOC on their own or with others after class, the results expressed that they would still keep themselves in a good mood and spend time preparing or practicing oral activities assigned in their English class. They would even encourage themselves to practice more if they did not do well

on their oral English practice. In this case, several possible reasons could be raised. For example, the freshmen would probably want to finish the assignments or to pass the oral assessments. Moreover, Chung and Huang (2009) also found that students might want to have good grammatical abilities to pass the tests or get good grades, but they would seem to prefer acquiring better EOC for the occupational or survival needs in the future.

In addition, the results also revealed that the freshmen in the high English proficiency level seemed to engage more in the outside-class EOCD than those in the low English proficiency level. This finding could be in line with Chen's (2007) study that higher English achievers tend to show more outside-class English learning behaviors than do lower ones. As aforementioned, the reasons why the freshmen in the high English proficiency level would perform more EOC or engage more in the English oral activities might be that they probably had more learning strategies, equipped better EOC, and possessed more positive English learning attitudes and motivation (Chen, 2007). Furthermore, the freshmen in the high English proficiency level might feel less anxious and more comfortable while engaging in the English oral activities in the outside-class EOCD. Hence, these characteristics might help the freshmen in the high English proficiency level to look for more opportunities to enhance their EOC to get good grades, or to fulfill their self academic anticipations.

Relationship between In-class and Outside-class EOCD

In this section, the researcher seeks to answer Research Question 4: Is there a significant relationship between university EFL freshmen's in-class and outside-class English oral competence developments? The Pearson correlation analysis results were interpreted and discussed to examine the relationship between university EFL freshmen's in-class and outside-class EOCD.

Table 4.13 summarizes the Pearson correlation analysis results of the relationship between the participants' in-class and outside-class EOCD. It also shows means, standard deviations, and the significant test between in-class and outside-class EOCD.

Table 4.13

Correlations between In-class and Outside-class EOCD

Variables	M	SD	Pearson Correlation	R ²
In-class English Oral Competence Developments	3.27	.59	.738**	.54
Outside-class English Oral Competence Developments	2.87	.66		

N = 463

*significant at $p < .01$

As seen in Table 4.13, the grand means of the participants' in-class EOCD was 3.27 and outside-class EOCD was 2.87, indicating that university EFL freshmen would engage in more in-class EOCD than outside-class EOCD. Moreover, the table also shows that R Value was .738, R² was .54, and a positive significant Pearson correlation was found at $p < .01$, indicating that there was a positive significant Pearson correlation between university EFL freshmen's in-class and outside-class EOCD.

In addition, this positive correlation result suggested that the more the university freshmen engaged in the in-class English oral activities in the English class, the more they would relatively engage in the outside-class English oral activities. This finding seemed to be in line with Chen's (2007) study that she not only found a positive significant Pearson correlation between vocational high school (VHS) students' in-class and outside-class English learning behaviors, but also proved that the more in-class learning behaviors the VHS students showed, the more outside-class learning behaviors would be found as well. In addition, the findings in the current study could be possibly explained by these reasons that the freshmen wanted to get better grades or acquire better EOC, or they had the persistent motivation, attitudes, or habits toward learning English. Therefore, they would practice their EOC by engaging in both inside and outside English oral practices.

Attitudes toward Freshman English In-class Oral Activities

In this section, the researcher seeks to answer Research Question 3: What are university EFL freshmen's self-rated attitudes toward their Freshman English in-class oral activities? Are there any significant differences in their attitudes between students of high and low English proficiency levels? The descriptive statistical analysis results of the Attitudes toward Freshman English In-class Oral Activities Questionnaire were first discussed, followed by the independent-samples t-tests results.

The Attitudes toward Freshman English In-class Oral Activities Questionnaire includes twenty-four items. All the items of self-rated degrees of attitudes toward Freshman English in-class oral activities questionnaire were measured by 24 5-point Likert scale questionnaire items to examine the participants' attitudes toward Freshman English in-class oral activities within three themes: Function-oriented, Feature-oriented, and Affect-oriented. All the items were designed by the researcher and his thesis advisor. All the negative statements were given points in reverse order of the 5-point Likert scale.

Table 4.14 shows the grand mean and internal-consistency reliability coefficient of the attitudes toward Freshman English in-class oral activities questionnaire.

Table 4.14

Grand Means and Internal-Consistency Reliability Coefficients of the Three Categories in Attitudes toward Freshman English In-class Oral Activities

Category	Grand Mean	Cronbach's α
Function-oriented	3.64	.883
Feature-oriented	3.63	.924
Affect-oriented	3.46	.917
Overall	3.58	.950

N = 463

As seen in Table 4.14, the overall internal-consistency reliability coefficient of the attitudes toward Freshman English in-class oral activities questionnaire was .950, and the grand mean was ($M = 3.58$), higher than the moderate degree ($M = 3.00$). Seeing

respectively toward each category, the function-oriented of attitudes toward Freshman English in-class oral activities were slightly high ($M = 3.64$), followed by feature-oriented ($M = 3.63$), and affect-oriented ($M = 3.46$).

Table 4.15 presents the frequencies of response (in %), means (M), and standard deviations (SD) of the participants' responses to the eight attitudes toward Freshman English in-class oral activities function-oriented items, including Items 1 to 8 listed in a descending order of the means.

Table 4.15
Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the Attitudes toward Freshman English In-class Oral Activities Function-oriented Items

No	Item Description	1 ^a	2	3	4	5	M	SD
3.	FENM in-class oral activities help to increase my courage to speak English.	1.7	8.0	23.1	47.3	19.9	3.76	.92
4.	FENM in-class oral activities help me know the strengths and weaknesses of my own English oral competence.	1.9	5.0	25.7	50.3	17.1	3.76	.86
8 ^b	FENM in-class oral activities do not help to enhance my English oral competence.	3.5	11.0	16.4	45.1	24.0	3.75	1.05
5.	FENM in-class oral activities help me understand the practical usefulness of English oral competence.	1.5	6.3	27.6	46.2	18.4	3.74	.88
1.	FENM in-class oral activities help to enhance my English oral competence.	1.5	7.1	28.5	44.9	17.9	3.71	.90
6.	FENM in-class oral activities let me learn more oral English skills and knowledge.	1.9	6.7	32.6	44.1	14.7	3.63	.88
2.	FENM in-class oral activities help to improve my English pronunciation and intonation.	1.9	10.6	30.9	43.4	13.2	3.55	.92
7.	FENM in-class oral activities give me the courage to speak English with others after class.	4.5	18.6	36.5	28.5	11.9	3.25	1.03
Grand Mean							3.64	

Reliability coefficient $\alpha = .883$

Note:

a. 1=hardly true of me, 2=not true of me, 3=slightly true of me, 4=true of me, 5=very true of me

b. All the negative statements were given points in reverse order of the 5-point Likert scale.

As seen in Table 4.15, the internal-consistency reliability coefficient of these items was .883 and the grand mean was 3.64. The means of all the items ranged from 3.25 to 3.76, and they were all higher than the moderate degree ($M = 3.00$). Both Item 3 and Item 4 had the highest mean ($M = 3.76$), indicating that 67.2% of the participants

considered that FENM in-class oral activities helped to increase their courage to speak English, and 67.4% of them considered that these activities helped them know the strengths and weaknesses of their own EOC. In addition, Item 7 had the lowest mean ($M = 3.25$), still higher than the moderate degree, indicating that 23.1% of the participants considered that these FENM in-class oral activities did not give them the courage to speak English with others after class, but nearly 40% of the participants possessed the opposite opinion toward this question.

Table 4.16 presents the frequencies of response (in %), means (M), and standard deviations (SD) of the participants' responses to the eight attitudes toward Freshman English in-class oral activities feature-oriented items, including Items 9 to 16 listed in a descending order of the means.

Table 4.16

Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the Attitudes toward Freshman English In-class Oral Activities Feature-oriented Items

No	Item Description	1 ^a	2	3	4	5	M	SD
10.	FENM in-class oral activities consist of a variety of activities, such as pair dialogues, group discussion, and role plays.	.4	2.4	21.6	44.7	30.9	4.03	.81
15.	The running process of FENM in-class oral activities is proper.	.9	6.0	31.5	49.2	12.3	3.66	.80
9.	FENM in-class oral activities cover a variety of topics, such as current events, technology, and daily-life related issues.	1.7	8.9	30.7	41.5	17.3	3.64	.93
14.	The student group dividing in FENM in-class oral activities is proper.	1.3	6.3	32.6	47.9	11.9	3.63	.82
16.	The student evaluation of FENM in-class oral activities is proper.	.9	8.4	33.5	45.4	11.9	3.59	.84
12.	The contents of FENM in-class oral activities are substantial.	1.3	10.8	32.6	43.2	12.1	3.54	.89
11.	FENM in-class oral activities are well planned and organized.	.9	11.7	37.1	40.6	9.7	3.47	.85
13.	The time spans of FENM in-class oral activities are proper.	1.9	12.3	33.0	42.1	10.6	3.47	.91
Grand Mean							3.63	

Reliability coefficient $\alpha = .924$

Note:

a. 1=hardly true of me, 2=not true of me, 3=slightly true of me, 4=true of me, 5=very true of me

As seen in Table 4.16, the internal-consistency reliability coefficient of these items was .924 and the grand mean was 3.63. The means of all the items ranged from 3.47 to 4.03, and they were all higher than the moderate degree ($M = 3.00$). Item 10 had the highest mean ($M = 4.03$), indicating that the majority (75.6%) of the participants considered that FENM in-class oral activities consisted of a variety of activities, such as pair dialogues, group discussion, and role plays. Both Item 11 and Item 13 had the lowest mean ($M = 3.47$), still higher than the moderate degree, indicating that only few participants (12.6%) considered that FENM in-class oral activities were not well planned and organized; moreover, merely 14.2% of them considered that the time spans of FENM in-class oral activities were not proper.

Table 4.17 presents the frequencies of response (in %), means (M), and standard deviations (SD) of the participants' responses to the eight "attitudes toward Freshman English in-class oral activities affect-oriented items", including Items 9 to 16 listed in a descending order of the means.

Table 4.17

Frequencies of Response (in %), Means (M), and Standard Deviations (SD) of the Attitudes toward Freshman In-class English Oral Activities Affect-oriented Items

No	Item Description	1 ^a	2	3	4	5	M	SD
22 ^b	FENM in-class oral activities are boring.	3.0	8.2	20.7	47.1	21.0	3.75	.98
24 ^b	I feel low-spirited whenever I think of being required to do FENM in-class oral activities.	5.0	8.0	21.2	41.9	24.0	3.72	1.07
20.	I feel a sense of participation while doing FENM in-class oral activities.	3.7	10.8	36.5	36.5	12.5	3.43	.98
23 ^b	I feel anxious while doing FENM in-class oral activities.	5.0	13.4	31.3	36.1	14.3	3.41	1.05
17.	I like FENM in-class oral activities.	4.1	13.6	36.7	31.5	14.0	3.38	1.02
18.	FENM in-class oral activities are fun.	4.3	14.3	34.3	33.5	13.6	3.38	1.03
19.	I feel interested while doing FENM in-class oral activities.	4.5	14.5	36.3	32.4	12.3	3.33	1.02
21.	I feel a sense of achievement while doing FENM in-class oral activities.	3.9	16.0	41.7	28.5	9.9	3.25	.97
Grand Mean							3.46	

Reliability coefficient $\alpha = .917$

Note:

- a. 1=hardly true of me, 2=not true of me, 3=slightly true of me, 4=true of me, 5=very true of me
 b. All the negative statements were given points in reverse order of the 5-point Likert scale.

As seen in Table 4.17, the internal-consistency reliability coefficient of these items was .917 and the grand mean was 3.46. The means of all the items ranged from 3.25 to 3.75, and they were all higher than the moderate degree ($M = 3.00$). Item 22 had the highest mean ($M = 3.75$). It was the negative statement and given points in reverse order of the 5-point Likert scale, indicating that nearly 70% of the participants did not consider FENM in-class oral activities were boring. On the contrary, only a few participants (11.2%) thought the activities were boring. In addition, Item 21 had the lowest mean ($M = 3.25$), indicating that nearly 20% of the participants did not feel a sense of achievement while doing FENM in-class oral activities.

Table 4.18 presents the top and bottom five attitudes toward Freshman English in-class oral activities items (i.e., items with the highest and lowest means).

Table 4.18

Top Five and Bottom Five Attitudes toward Freshman English In-class Oral Activities Items

No.	Item Description	Category	M
10	FENM in-class oral activities consist of a variety of activities, such as pair dialogues, group discussion, and role plays.	feature-oriented	4.03
3	FENM in-class oral activities help to increase my courage to speak English.	function-oriented	3.76
4	FENM in-class oral activities help me know the strengths and weaknesses of my own English oral competence.	function-oriented	3.76
8	FENM in-class oral activities do not help to enhance my English oral competence.	function-oriented	3.75
22	FENM in-class oral activities are boring.	affect-oriented	3.75
	(from top 1 to 5 of highest mean)		
7	FENM in-class oral activities give me the courage to speak English with others after class.	function-oriented	3.25
21	I feel a sense of achievement while doing FENM in-class oral activities.	affect-oriented	3.25
19	I feel interested while doing FENM in-class oral activities.	affect-oriented	3.33
17	I like FENM in-class oral activities.	affect-oriented	3.38
18	FENM in-class oral activities are fun.	affect-oriented	3.38
	(from top 1 to 5 of lowest mean)		

As seen in Table 4.18, that most of the participants considered that these activities were not boring and consisted of a variety of activities, which helped them to increase courage to speak English, to know the strengths and weaknesses of their own EOC, and to enhance their EOC. Some of them thought these activities were fun and provided them the courage to speak English with others after class as well as they liked these activities, and felt interested and a sense of achievement while doing these activities.

Table 4.19 summarizes the independent-samples t-tests results of testing overall significant difference in the participants' attitudes toward Freshman English in-class oral activities between the high and low English proficiency levels. The results include group means, standard deviations, and T value of overall and three different categories between two English proficiency levels.

Table 4.19
Comparisons of Attitudes toward Freshman English In-class Oral Activities between English Proficiency Levels

Categories	Independent Variable	M	SD	T Value
Function-oriented	High level	3.75	.67	4.776*
	Low level	3.43	.69	
Feature-oriented	High level	3.72	.66	4.054*
	Low level	3.45	.72	
Affect-oriented	High level	3.37	.64	4.749*
	Low level	3.07	.64	
Overall	High level	3.61	.57	5.218*
	Low level	3.32	.59	

*significant at $p < .01$

As seen in Table 4.19, an overall significant difference was found at $p < .01$ as well as significant differences were found in three different categories. While examining each item in the attitudes toward Freshman English in-class oral activities questionnaire with the independent-samples t-tests, significant differences were found in almost every item in this attitudes toward Freshman English in-class oral activities questionnaire

(excluding Function-oriented Item 8, and Feature-oriented Item 1). Moreover, it also shows that the freshmen in high English proficiency level self-rated higher attitudes toward their Freshman English in-class oral activities than those in low level.

In addition, the results suggested that the freshmen not only had positive attitudes toward the functions and the features of their Freshman English in-class oral activities, but also possessed positive feelings and pleasant affections while engaging in these activities. The results also showed that the freshmen believed that Freshman English in-class oral activities could not only help to increase their courage to speak English, but also to enhance their EOC. These findings are in line with the previous studies that found most of Taiwanese English learners have very positive attitudes toward learning English (Chuang, 2010; Hu, 2004; Huang, 2006; Sun, 2008). For instance, Sun (2008) investigated Taiwanese non-English-majored college students' perceptions and attitudes toward English conversation class, and found that the college students not only had very positive attitudes toward English conversation class, but also they considered that immersing in the well-set and theme-based English learning environments was so important. Later, Chuang (2010) also proved that Taiwanese non-English-majored college students had positive attitudes toward learning English. Moreover, college students' EOC could be improved, their self-confidence could be increased, and their attitudes toward learning English could be higher and more positive through the well-designed English training projects or courses.

Furthermore, the possible explanations toward these findings could be that the Freshman English in-class English oral activities which the freshmen in the current study practiced were well-designed and well-planned, and these oral activities seemed to be helpful to improve the freshmen's EOC. Secondly, the freshmen might probably consider that the Freshman English in-class English oral activities were the precious opportunities for them to speak English or use their EOC; hence, they would have more positive attitudes toward the activities.

In addition, the results also revealed that the freshmen in the high English proficiency level seemed to have higher and more positive attitudes toward their

Freshman English in-class oral activities than those in the low English proficiency level. This finding corresponds to Chen's (2007) study that higher English achievers appeared to have stronger motivation than do lower achievers. The possible explanations could be that the freshmen in the high English proficiency level seemed to be more active and more successful learners; hence, they possessed more positive attitudes and stronger motivation to acquire better EOC. Once they often had greater sense of achievement or better academic performances, they would seem to like to engage more in the English oral activities as well.

Relationships between University EFL Freshmen's EOCD and Attitudes toward Freshman English In-class Oral Activities

This section includes the discussion and the interpretation of the simple regression analysis results to answer research questions 5 and 6.

In-class EOCD and Attitudes toward Freshman English In-class Oral Activities

In this section, the researcher seeks to answer Research Question 5: Is there a significant predictive relationship between university EFL freshmen's in-class English oral competence developments and attitudes toward their Freshman English in-class oral activities? If so, does such a relationship vary according to students' English proficiency levels? The simple regression analysis was used to examine significance of the predictive relationships between university EFL freshmen's in-class EOCD and their attitudes toward Freshman English in-class oral activities.

Table 4.20 summarizes the simple regression analysis results of examining significance of the predictive relationships between university EFL freshmen's in-class EOCD and their attitudes toward Freshman English in-class oral activities. The results include the significance tests for the overall and different English proficiency level groups.

Table 4.20

Regression Models of In-class EOCD and Attitudes toward Freshman English In-class Oral Activities

Group	R (β)	Adjusted R ²	B
Overall (N = 463)	.660	.435	.574*
High (N = 309)	.699	.487	.588*
Low (N = 154)	.544	.291	.501*

*significant at $p < .01$

As seen in Table 4.20, significances at $p < .01$ were found in not only the overall group, but also in two different English proficiency levels. This table also shows that the freshmen's attitudes toward their Freshman English in-class oral activities accounted for 48.7% of the variance ($R^2 = .487$) in the high level freshmen's in-class EOCD, and 29.1% ($R^2 = .291$) in the low level freshmen's in-class EOCD, while the overall attitudes toward Freshman English in-class oral activities accounted for 43.5% of the variance ($R^2 = .435$) in all the freshmen's in-class EOCD.

In addition, the results suggested that the freshmen's attitudes toward their Freshman English in-class oral activities could statistically predict their in-class EOCD. This is in line with Chen (2007) that she found students' English learning motivation can be used to effectively predict their in-class learning behaviors. The possible explanations toward this finding could be addressed as follows: (1) The freshmen who are very interested in the in-class English activities would probably also try to have better performances in it; (2) the freshmen's positive attitudes would seem to trigger their willingness to engage more or less in the in-class English oral activities (Al-Tamimi & Shuib, 2009; Chuang, 2010; Kanjira, 2008; Wu, 2004); and (3) once the freshmen put more efforts and engaged more in the in-class English oral activities, they would probably get better grades according to their in-class performances, or pass the exams with high scores afterwards.

Moreover, the results also suggested that the high English proficiency level freshmen's engagements in the in-class EOCD could seem to be predicted by their attitudes toward Freshman English in-class oral activities. However, the low English

proficiency level freshmen's engagements in the in-class EOCD could not seem to be predicted by their attitudes toward Freshman English in-class oral activities. The possible explanations might be that the freshmen in the high English proficiency would probably possess the consistent attitudes toward the Freshman English in-class oral activities, which might determine that while the high English proficiency level freshmen had more positive attitudes toward Freshman English in-class oral activities, they would seem to engage more in the in-class English activities, vice versa. On the contrary, the freshmen in the low English proficiency were likely to possess the mix feelings. They might consider Freshman English in-class oral activities were not interesting; however, they would still try to engage in them in order to get good grades or to pass the exams. On the other hand, although they might feel the activities were interesting, they did not have the sufficient EOC and then they might stop trying or engaging in the in-class English oral activities.

Outside-class EOCD and Attitudes toward Freshman English In-class Oral Activities

In this section, the researcher seeks to answer Research Question 6: Is there a significant predictive relationship between university EFL freshmen's outside-class English oral competence developments and attitudes toward their Freshman English in-class oral activities? If so, does such a relationship vary according to students' English proficiency levels? The simple regression analysis was used to examine significance of the predictive relationships between university EFL freshmen's outside-class EOCD and their attitudes toward Freshman English in-class oral activities.

Table 4.21 summarizes the simple regression analysis results of examining significance of the predictive relationships between university EFL freshmen's outside-class EOCD and their attitudes toward Freshman English in-class oral activities. The results include the significance tests for the overall and different English proficiency level groups.

Table 4.21

Regression Models of Outside-class EOCD and Attitudes toward Freshman English In-class Oral Activities

Group	R (β)	Adjusted R ²	B
Overall (N = 463)	.547	.298	.537*
High (N = 309)	.544	.294	.502*
Low (N = 154)	.463	.209	.476*

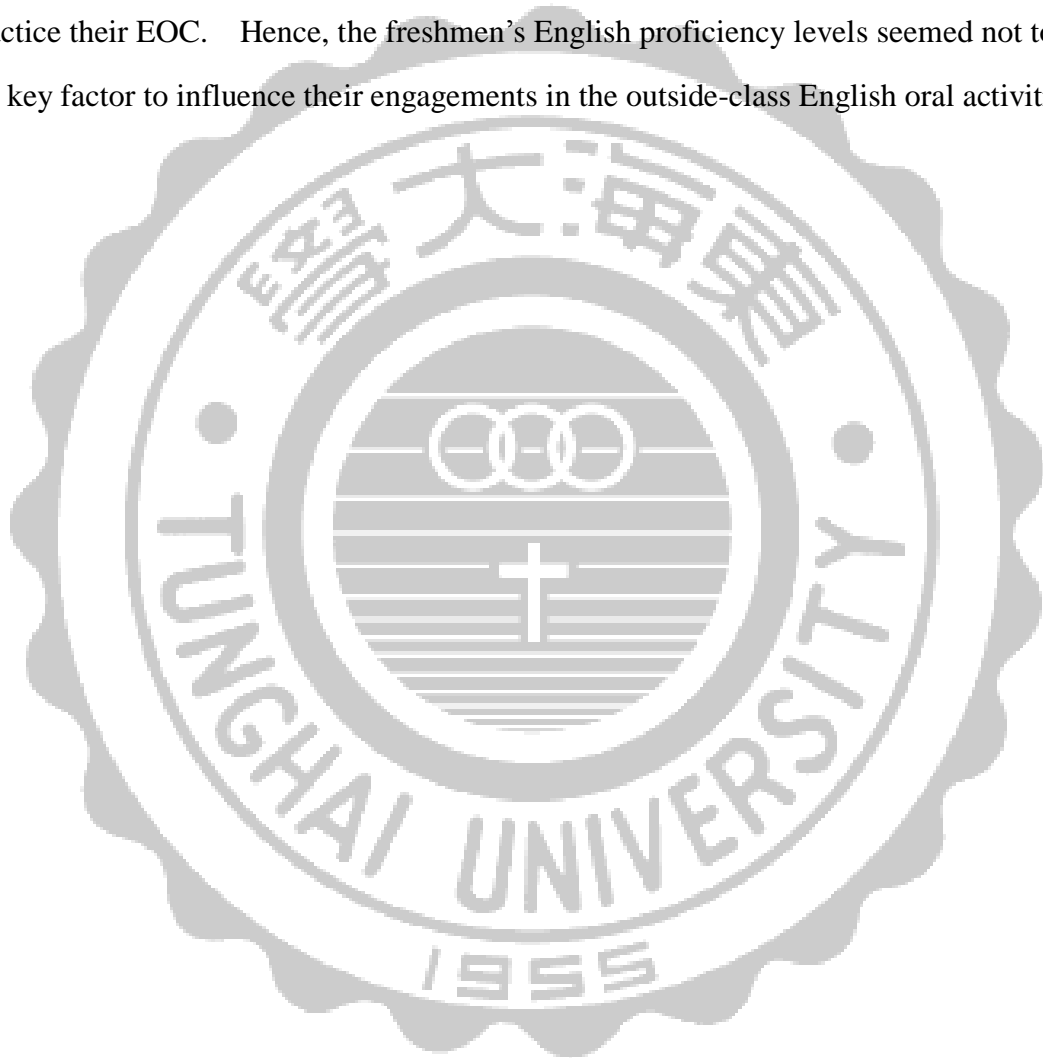
*significant at $p < .01$

As seen in Table 4.21, significances at $p < .01$ were found in not only the overall group, but also in different levels, indicating that there was a significant predictive relationship between the participants' outside-class EOCD and their attitudes toward Freshman English in-class oral activities. In other words, the freshmen's attitudes toward Freshman English in-class oral activities proved to be a statistically predictive variable to predict their in-class EOCD regardless of their English proficiency levels. In addition, Table 4.21 shows that the freshmen's attitudes toward their Freshman English in-class oral activities accounted for 29.4% of the variance ($R^2 = .294$) in the high level freshmen's outside-class EOCD, and 20.9% ($R^2 = .209$) in the low level freshmen's outside-class EOCD, while the overall attitudes toward Freshman English in-class oral activities accounted for 29.8% of the variance ($R^2 = .298$) in all the freshmen's outside-class EOCD.

The results also suggested that the freshmen's attitudes toward their Freshman English in-class oral activities could be used as a statistically significant predictor of their outside-class EOCD. This finding corresponds to the previous studies that the students with positive attitudes toward the in-class English oral activities not only showed more willingness to learn English, and then to develop their EOC in class, but also used their EOC when engaging in the English oral activities outside of the class (Al-Tamimi & Shuib, 2009; Chuang, 2010; Govender, 2010; Kanjira, 2008; Kurihara, 2006; Wu, 2004).

However, the findings in the current study showed that although both English proficiency levels freshmen's attitudes toward the Freshman English in-class oral

activities were positive, they still engaged less in the English oral activities after class. This result indicated that either high or low English proficiency level freshmen's engagements in the outside-class EOCD could not be effectively predicted by their attitudes toward Freshman English in-class oral activities. The possible explanations might be that the freshmen in both English proficiency levels probably no longer had pressure to pass the oral assessments, or they did not have sufficient environments to practice their EOC. Hence, the freshmen's English proficiency levels seemed not to be the key factor to influence their engagements in the outside-class English oral activities.



CHAPTER 5

CONCLUSIONS

This chapter concludes the study by first summarizing its major findings following the order of the six research questions of the study, and then presenting the pedagogical implications of the study. Finally, this chapter ends with limitations of the study and the suggestions for further research.

Major Findings of the Study

This study aimed at investigating university EFL non-English-majored freshmen's English oral competence developments (EOCD) and attitudes toward their Freshman English in-class oral activities. In addition, the relationships between university freshmen's EOCD and their attitudes toward their Freshman English in-class oral activities would be examined to see if there was any significant predictive relationship between university EFL freshmen's EOCD and attitudes toward their Freshman English in-class oral activities.

First, the results showed that the university freshmen enhanced or developed their EOC by engaging in more self-practicing practices than practicing with others in class. They did not seem to look for opportunities to practice their EOC with their English teachers or their classmates in the English class. However, the results showed that the freshmen would seem to keep on trying to speak English. The results also revealed that the freshmen in the high English proficiency level seemed to engage in more in-class English oral activities than those in the low English proficiency level.

Second, the results showed that the university freshmen neither self-practiced nor practiced with others to enhance their EOC in the outside-class EOCD, indicating that the freshmen did not seem to practice their EOC on their owns or with others outside of class. However, they would still keep themselves in a good mood and spend time preparing or practicing oral activities assigned in their English class. They would even encourage themselves to practice more if they did not do well on their English oral

practices. The results also revealed that the freshmen in the high English proficiency level seemed to engage in more outside-class English oral activities than those in the low English proficiency level.

Third, the results showed that there was a positive significant Pearson correlation between university EFL freshmen's in-class and outside-class EOCD. This positive correlation result suggested that the more the university freshmen engaged in the in-class English oral activities in the English class, the more they would relatively engage in the outside-class English oral activities. In addition, the findings could be possibly explained by these reasons that the freshmen wanted to get better grades or acquire better EOC, or they had the persistent motivation, attitudes, or habits toward learning English. Therefore, they would practice their EOC by engaging in both inside and outside English oral practices.

Fourth, the results showed that the freshmen not only had positive attitudes toward the functions and the features of their Freshman English in-class oral activities, but also possessed positive feelings and pleasant affections while engaging in these activities. The results also revealed that the freshmen in the high English proficiency level seemed to have higher and more positive attitudes toward their Freshman English in-class oral activities than those in the low English proficiency level.

Fifth, the results showed that the freshmen's attitudes toward their Freshman English in-class oral activities could statistically predict their in-class EOCD. The results also showed that the high English proficiency level freshmen's engagements in the in-class EOCD could seem to be predicted by their attitudes toward Freshman English in-class oral activities. However, the low English proficiency level freshmen's engagements in the in-class EOCD could not seem to be predicted by their attitudes toward Freshman English in-class oral activities.

Sixth, the results showed that the freshmen's attitudes toward their Freshman English in-class oral activities could be used as a statistically significant predictor of their outside-class EOCD. The results also showed that although the both English proficiency levels freshmen's attitudes toward the Freshman English in-class oral

activities were positive, they still engaged less in the English oral activities after class, indicating that either high or low English proficiency level freshmen's engagements in the outside-class EOCD could not be effectively predicted by their attitudes toward Freshman English in-class oral activities.

Pedagogical Implications

This study first discovered that university EFL freshmen would be likely to enhance or develop their EOC by engaging in self-practicing practices more than practicing with others in class. Furthermore, they did not seem to practice their EOC on their own or with others after class. In addition, the freshmen would be likely to possess more positive affections and to encourage themselves to practice or enhance their EOC more both inside and outside of class. According to these findings, university Freshman English teachers can try to improve classroom learning activities and curriculum designs to provide more opportunities for university freshmen to use or enhance their EOC not only on their own but also with others. Furthermore, the teachers can build up more authentic contexts related to university freshmen's real life situations where they can gradually develop their EOC. Hopefully, university EFL freshmen will finally use their EOC in their daily life outside of the class.

Second, this study also discovered a significant relationship between university freshmen's in-class and outside-class EOCD. The findings suggested that university Freshman English teachers can incorporate more outside-class oral English practices, assignments, or activities into the curriculum to help their students engage in English learning outside of the class. Moreover, it is also expected that university freshmen's EOC and English proficiency will be greatly improved and increased afterwards. Also, the freshmen of the high English proficiency level seemed to have more in-class and outside-class EOCD, indicating that university Freshman English teachers can try to promote cooperative learning between two levels that the participants of the low English proficiency level can take the successful learning behaviors and experiences as the references from the participants of the high English proficiency level.

Third, university EFL freshmen's attitudes toward Freshman English in-class oral activities were found considerably positive, indicating that the functions and features of the activities were accepted and liked by most of the participants. In addition, these findings might imply that most of the Freshman English in-class oral activities in this university were well-designed and some ideas of them could be probably used or borrowed by other universities. Moreover, the participants of the high English proficiency level showed slightly higher attitudes than the participants of the low English proficiency level, indicating that university Freshman English teachers can arrange two levels students together by interacting with each other and immersing in the cooperative learning situations. By doing this, the students of the high English proficiency level may gradually affect low level students' attitudes and influence their learning behaviors as well.

At last, university EFL freshmen's self-rated attitudes toward Freshman English in-class oral activities were proved to effectively predict the degrees of their engagements to practice or enhance their EOC both in the in-class and outside-class EOCD, indicating that university Freshman English teachers can try to create and design better in-class oral English activities to cultivate freshmen's positive attitudes toward these activities, and then the freshmen may more or less engage in the English oral activities to practice or enhance their EOC in both in-class and outside-class EOCD. In addition, the relationships between university EFL freshmen's in-class and outside-class EOCD and attitudes toward their Freshman English in-class oral activities also proved not significantly varied according to their English proficiency levels, indicating that there might be other variables not included and considered in this study, which can be the crucial factors to influence the findings and bring different results. It is suggested that university Freshman English teachers can try to pay more attention to other variables such as gender differences, years of learning English, or time spent in an English-speaking country and so on to see whether other variables can be the factor to influence the variances between university EFL freshmen's in-class and outside-class EOCD and attitudes toward their Freshman English in-class oral activities.

Limitations of the Study

This study aimed at investigating university EFL non-English-majored freshmen's in-class and outside-class EOCD, their attitudes toward Freshman English in-class oral activities, and also the relationships between EOCD and attitudes toward Freshman English in-class oral activities between high and low English proficiency level students. All the research questions in this study have been answered and discussed in detail, but some limitations were still found and presented accordingly.

First, despite a good sample size ($N = 463$), all the participants were recruited from the same university in central Taiwan, indicating that the findings and the results might be different or changed while carrying out this study in different universities. Therefore, limited representativeness of university EFL non-English-majored freshmen's in-class and outside-class EOCD, and their attitudes toward Freshman English in-class oral activities should be noted.

Second, the instrument applied in this study was merely the survey with three different contents questionnaires. Hence, while answering the questionnaire items, the participants might not have honestly rated their true responses, indicating that they might give wrong response because of misunderstanding of the descriptions of the items, or give only one kind of response because they did not want to spend time answering all the items carefully in a short period of time, for instance, they might response "slightly true of me" toward all items.

Third, this study was conducted and based only on a quantitative research method. Without knowing the characteristics of each participant in this study, the interpretations and explanations might be limited and unclear, indicating that only the general viewpoints had been obtained in this study.

At last, other variables (e.g., ages, academic backgrounds, gender differences, different amount numbers of two genders, different amount numbers of two levels, etc) were not put into consideration or evenly controlled in this study. For instance, the findings and the results might be varied or changed while the total participants of male or female students as well as two English proficiency levels were different.

Suggestions for Further Research

In view of the aforementioned limitations of this study, the following suggestions are provided for further research. First, all the participants were recruited from the same university in central Taiwan in the present study. Hence, researchers may want to increase not only the numbers but also the regional varieties of participants in the future studies. In addition, participants' heterogeneous backgrounds should also be concerned to see how the findings of the present study can be generalized within larger numbers of participants from different areas in Taiwan for the similar further research.

Second, researchers may apply both quantitative and qualitative research methods for their future studies, indicating that they could not only distribute survey but also interview participants, video-record the class sessions, observe the processes to obtain richer data, and then to interpret and triangulate the data to increase and ensure the validity and reliability of their research findings.

Third, the survey questionnaires used in the present study were partially adapted from Chen's (2007) study and mainly designed by the researcher. Although the validity and reliability of the questionnaires were all proved very high, it is still highly recommended that pilot studies be conducted prior to the main studies to ensure the quality of these questionnaires matches other researchers' expectations.

At last, the present study merely examined and discussed the differences between high and low English proficiency level students' EOCD and their attitudes toward Freshman English in-class oral activities, indicating that while including other variables (e.g., ages, academic backgrounds, gender differences, different amount numbers of two genders, different amount numbers of two levels, etc), the findings and the results of the present study might be different or changed. Hence, for the future studies, researchers can put other variables into considerations to replicate the study and see how well the findings and the results of the present study can be extended.

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APPENDIX A

Instruments of the Study – Used for the Pilot Study

台灣大一學生英文口語能力發展及其對大一英文

課堂口語活動看法之看法

親愛的同學，您好：

非常感謝您參與本問卷調查研究。此研究問卷的目的，是希望了解各位同學在大學一年級時學習英文口語能力（English Oral Competence）的發展過程，以及您對大一英文課堂中的口語活動之看法。故麻煩您填寫問卷，提供個人寶貴的經驗及看法。

本研究僅作為學術研究之用，所有問卷題目的答案皆無對錯之分，而且問卷調查結果完全不會影響您的英文成績。同時問卷中填寫的所有資料都將嚴加保密，故請您在詳細讀完各問卷每一題的敘述後，依照您個人學習英語的實際情況，安心誠實作答。另外，請您在作答過程中，切勿跟同學討論彼此作答的內容，並且務必回答問卷中每一個問題，以求資料的完整性與可用性。

再次感謝您的參與及協助！

東海大學外國語文學系碩士班英語教學組

研究生：蔡承均

個人基本資料問卷

說明：請填寫或勾選與你個人基本資料符合的敘述，確實填寫，每題皆為單選題，謝謝。

1. 班級代號：_____
2. 性別：男 女
3. 年齡：18歲以下 18-20歲 20歲以上
4. 畢業學校類別：普通高中 綜合高中 高職
5. 所屬學院：
文學院 理學院 工學院 農學院 管理學院
社科院 法學院 創意設計暨藝術學院
6. 到目前為止，你學習英文的時間總計：
6年以下 6-8年 8年以上-10年 10年以上
7. 居住地：_____（請自行填寫）（例如：台中市）
8. 你在英語系國家（以英語為母語的國家）居住的時間總計（含短期居住）：
未曾在英語系國家居住過
3個月以下 3-6個月 6個月以上-1年 1年以上
9. 學校英語課程外，你每星期平均額外練習英語口語的時間總計：
1小時以下 1-2小時 2小時以上-3小時 3小時以上

英文口語能力發展調查問卷

說明：此問卷共計 42 題，問卷調查目的是希望了解各位同學在大一求學期間（包括上英文課及課餘時），英文口語能力發展情形。請就各項敘述符合你個人學習英語實際情況的程度（共分為五個程度等級，如下所示），表達你的看法。每題皆為單選題，答案無對錯之分，故請你在詳細讀完每題敘述之後，不要考慮太久，依照你個人的直覺判斷來作答。

作答方式：請在每一題敘述之後的五個數字選項中，圈選出最適當的數字選項。各數字選項所代表的意思，如下所示：

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

1=非常不符合， 2=不大符合， 3=略微符合， 4=符合， 5=非常符合

例如：你對某一題的敘述覺得**非常符合**，就請你在該題敘述之後的五個數字選項中，圈選數字**5**，其他選項依此類推。

請開始作答：

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

1=非常不符合， 2=不大符合， 3=略微符合， 4=符合， 5=非常符合

1.	上英文課時，我會注意自己的英文口語表現是否良好。	1-2-3-4-5
2.	上英文課時，我會把課文中看到的生字小聲唸出來。	1-2-3-4-5
3.	上英文課時，我會注意自己的英文發音及語調是否正確。	1-2-3-4-5
4.	上英文課時，我會糾正自己的英文發音及語調。	1-2-3-4-5
5.	上英文課時，我會跟著老師一起唸英文句型或課文。	1-2-3-4-5
6.	上英文課時，我會跟著老師一起練習英文發音及語調。	1-2-3-4-5
7.	上英文課時，我會去模仿老師的英文發音及語調。	1-2-3-4-5
8.	上英文課時，我會找機會跟同學練習我的英文口語能力。	1-2-3-4-5
9.	上英文課時，我會跟同學做英文會話練習。	1-2-3-4-5
10.	上英文課時，我會用英文跟同學做雙人或小組討論。	1-2-3-4-5
11.	上英文課時，我會用英文跟同學練習課堂口語活動，例如：對話、角色扮演、話劇等。	1-2-3-4-5
12.	上英文課時，我會找機會跟老師練習我的英文口語能力。	1-2-3-4-5
13.	上英文課時，我會用英文問老師問題。	1-2-3-4-5
14.	上英文課時，我會跟老師用英文對答。	1-2-3-4-5
15.	上英文課時，我會保持輕鬆愉快的心情練習英文口語能力。	1-2-3-4-5
16.	上英文課時，我會鼓勵自己跟同學說英文。	1-2-3-4-5
17.	上英文課時，我會鼓勵自己跟老師說英文。	1-2-3-4-5
18.	上英文課時，我會提醒自己不要害怕在課堂上說英文。	1-2-3-4-5
19.	上英文課時，我會提醒自己不要擔心在課堂口語活動中講錯或忘詞。	1-2-3-4-5
20.	上英文課時，如果我的英文口語表現不佳，我會提醒自己要繼續努力。	1-2-3-4-5
21.	上英文課時，我會試著避免說英文。	1-2-3-4-5

22.	課餘時，我會找機會或抽空自我練習英文口語能力。	1-2-3-4-5
23.	課餘時，我會自我練習老師指定的英文課堂口語活動。	1-2-3-4-5
24.	課餘時，我會自我朗誦英文課文、故事讀本、或其他英文教材。	1-2-3-4-5
25.	課餘時，我會藉由跟自己說英文來練習英文口語能力。	1-2-3-4-5
26.	課餘時，我會利用網路線上英文學習資源自我練習英文口語能力。	1-2-3-4-5
27.	課餘時，我會跟著英文歌曲、廣播節目或雜誌光碟，模仿或練習英文發音及語調。	1-2-3-4-5
28.	課餘時，我會跟著英文電視節目或電影劇中人物的對話，模仿或練習英文發音及語調。	1-2-3-4-5
29.	課餘時，我會找機會或抽空跟別人練習英文口語能力。	1-2-3-4-5
30.	課餘時，我會跟同學一起練習老師指定的英文課堂口語活動。	1-2-3-4-5
31.	課餘時，我會用英文跟同學或朋友交談。	1-2-3-4-5
32.	課餘時，我會用英文跟英文老師交談。	1-2-3-4-5
33.	課餘時，我會用英文跟英文口語能力好的校外人士交談。	1-2-3-4-5
34.	課餘時，我會上網用英文跟外籍人士做線上語音交談。	1-2-3-4-5
35.	課餘時，我會去外籍人士常去的場所，例如：教堂、餐廳、夜店等，用英文跟他們交談。	1-2-3-4-5
36.	課餘時，我會鼓勵自己主動練習英文口語能力。	1-2-3-4-5
37.	課餘時，我會試著以輕鬆愉快的心情練習英文課的口語活動。	1-2-3-4-5
38.	課餘時，我會想辦法讓英文口語練習變得較為輕鬆有趣，例如：找一個舒適的地方練習，找好朋友一起練習等。	1-2-3-4-5
39.	課餘時，我會想辦法讓自己不要害怕說英文，例如：私下自我多加練習，聽取別人的英文口語學習心得等。	1-2-3-4-5
40.	課餘時，如果我的英文口語練習表現不佳，我會鼓勵自己再多練習幾次。	1-2-3-4-5
41.	課餘時，我不會去準備或練習英文課的口語活動。	1-2-3-4-5
42.	課餘時，我不會主動練習自己的英文口語能力。	1-2-3-4-5

意見回饋

說明：對本問卷題目敘述，如果你覺得都很清楚的話，請勾選「問卷敘述都很清楚」的方格；如果你發覺有任何題目的敘述不清楚或不了解的地方，請將該題題號填入下列空格中，以作為未來問卷改進之參考。

問卷敘述都很清楚

我覺得下列題號的題目敘述不清楚：

大一英文課堂口語活動看法調查問卷

說明：此問卷共計 24 題，問卷調查目的是希望了解各位同學對於大一英文課堂口語活動之個人看法。請就各項敘述符合你個人學習英語實際情況的程度（共分為五個程度等級，如下所示），表達你的看法。每題皆為單選題，答案無對錯之

分，故請你在詳細讀完每題敘述之後，不要考慮太久，依照你個人的直覺判斷來作答。

作答方式：與前一份問卷作答方式相同。

請開始作答：

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
1=非常不符合， 2=不大符合， 3=略微符合， 4=符合， 5=非常符合

1. 大一英文課堂口語活動有助於提升我的英文口語能力。	1-2-3-4-5
2. 大一英文課堂口語活動有助於改善我的英文發音及語調。	1-2-3-4-5
3. 大一英文課堂口語活動有助於增加我開口說英文的勇氣。	1-2-3-4-5
4. 大一英文課堂口語活動幫助我了解自己英文口語能力的優、缺點。	1-2-3-4-5
5. 大一英文課堂口語活動幫助我了解英文口語能力的實用性。	1-2-3-4-5
6. 大一英文課堂口語活動讓我學到更多的英文口語技能及相關知識。	1-2-3-4-5
7. 大一英文課堂口語活動讓我在課餘時敢開口跟別人說英文。	1-2-3-4-5
8. 大一英文課堂口語活動對提升我的英文口語能力沒有幫助。	1-2-3-4-5
9. 大一英文課堂口語活動的主題多元，例如：時事、科技、日常生活相關議題等。	1-2-3-4-5
10. 大一英文課堂口語活動的種類多元，例如：雙人對話、小組討論、角色扮演等。	1-2-3-4-5
11. 大一英文課堂口語活動的規劃完善。	1-2-3-4-5
12. 大一英文課堂口語活動的內容充實。	1-2-3-4-5
13. 大一英文課堂口語活動的時間長度適宜。	1-2-3-4-5
14. 大一英文課堂口語活動的分組方式適宜。	1-2-3-4-5
15. 大一英文課堂口語活動的進行方式適宜。	1-2-3-4-5
16. 大一英文課堂口語活動的評分方式適宜。	1-2-3-4-5
17. 我喜歡大一英文課堂口語活動。	1-2-3-4-5
18. 大一英文課堂口語活動很有趣。	1-2-3-4-5
19. 做大一英文課堂口語活動時，我覺得很有興趣。	1-2-3-4-5
20. 做大一英文課堂口語活動時，我覺得很有參與感。	1-2-3-4-5
21. 做大一英文課堂口語活動時，我覺得很有成就感。	1-2-3-4-5
22. 大一英文課堂口語活動很無聊。	1-2-3-4-5
23. 做大一英文課堂口語活動時，我覺得焦慮不安。	1-2-3-4-5
24. 一想到要做大一英文課堂口語活動，我就覺得心情低落。	1-2-3-4-5

意見回饋

說明：對本問卷題目敘述，如果你覺得都很清楚的話，請勾選「問卷敘述都很清楚」的方格；如果你發覺有任何题目的敘述不清楚或不了解的地方，請將該題題號填入下列空格中，以作為未來問卷改進之參考。

問卷敘述都很清楚

我覺得下列題號的题目敘述不清楚：

APPENDIX B

Instruments of the Study – Used for the Main Study

台灣大一學生英文口語能力發展及其對大一英文

課堂口語活動看法之看法

親愛的同學，您好：

非常感謝您參與本問卷調查研究。此研究問卷的目的，是希望了解各位同學在大學一年級時學習英文口語能力（English Oral Competence）的發展過程，以及您對大一英文課堂中的口語活動之看法。故麻煩您填寫問卷，提供個人寶貴的經驗及看法。

本研究僅作為學術研究之用，所有問卷題目的答案皆無對錯之分，而且問卷調查結果完全不會影響您的英文成績。同時問卷中填寫的所有資料都將嚴加保密，故請您在詳細讀完各問卷每一題的敘述後，依照您個人學習英語的實際情況，安心誠實作答。另外，請您在作答過程中，切勿跟同學討論彼此作答的內容，並且務必回答問卷中每一個問題，以求資料的完整性與可用性。

再次感謝您的參與及協助！

東海大學外國語文學系碩士班英語教學組

研究生：蔡承均

壹、個人基本資料問卷

說明：請填寫或勾選與你個人基本資料符合的敘述，確實填寫，每題皆為單選題，謝謝。

1. 班級代號：_____
2. 性別：男 女
3. 年齡：18歲以下 18-20歲 20歲以上
4. 畢業學校類別：普通高中 綜合高中 高職
5. 所屬學院：
文學院 理學院 工學院 農學院 管理學院
社科院 法學院 創意設計暨藝術學院
6. 到目前為止，你學習英文的時間總計：
6年以下 6-8年 8年以上-10年 10年以上
7. 居住地：_____（請自行填寫）（例如：台中市）
8. 你在英語系國家（以英語為母語的國家）居住的時間總計（含短期居住）：
未曾在英語系國家居住過
3個月以下 3-6個月 6個月以上-1年 1年以上
9. 學校英語課程外，你每星期平均額外練習英語口語的時間總計：
1小時以下 1-2小時 2小時以上-3小時 3小時以上

貳、英文口語能力發展調查問卷

說明：此問卷共計 42 題，問卷調查目的是希望了解各位同學在大一求學期間（包括上英文課及課餘時），英文口語能力發展情形。請就各項敘述符合你個人學習英語實際情況的程度（共分為五個程度等級，如下所示），表達你的看法。每題皆為單選題，答案無對錯之分，故請你在詳細讀完每題敘述之後，不要考慮太久，依照你個人的直覺判斷來作答。

作答方式：請在每一題敘述之後的五個數字選項中，圈選出最適當的數字選項。各數字選項所代表的意思，如下所示：

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

1=非常不符合， 2=不大符合， 3=略微符合， 4=符合， 5=非常符合

例如：你對某一題的敘述覺得非常符合，就請你在該題敘述之後的五個數字選項中，圈選數字5，其他選項依此類推。

請開始作答：

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

1=非常不符合， 2=不大符合， 3=略微符合， 4=符合， 5=非常符合

1. 上英文課時，我會注意自己的英文口語表現是否良好。	1-2-3-4-5
2. 上英文課時，我會把課文中看到的生字小聲唸出來。	1-2-3-4-5
3. 上英文課時，我會注意自己的英文發音及語調是否正確。	1-2-3-4-5
4. 上英文課時，我會糾正自己的英文發音及語調。	1-2-3-4-5
5. 上英文課時，我會跟著老師一起唸英文句型或課文。	1-2-3-4-5
6. 上英文課時，我會跟著老師一起練習英文發音及語調。	1-2-3-4-5
7. 上英文課時，我會去模仿老師的英文發音及語調。	1-2-3-4-5
8. 上英文課時，我會找機會跟同學練習我的英文口語能力。	1-2-3-4-5
9. 上英文課時，我會跟同學做英文會話練習。	1-2-3-4-5
10. 上英文課時，我會用英文跟同學做雙人或小組討論。	1-2-3-4-5
11. 上英文課時，我會用英文跟同學練習課堂口語活動，例如：對話、角色扮演、話劇等。	1-2-3-4-5
12. 上英文課時，我會找機會跟老師練習我的英文口語能力。	1-2-3-4-5
13. 上英文課時，我會用英文問老師問題。	1-2-3-4-5
14. 上英文課時，我會跟老師用英文對答。	1-2-3-4-5
15. 上英文課時，我會保持輕鬆愉快的心情練習英文口語能力。	1-2-3-4-5
16. 上英文課時，我會鼓勵自己跟同學說英文。	1-2-3-4-5
17. 上英文課時，我會鼓勵自己跟老師說英文。	1-2-3-4-5
18. 上英文課時，我會提醒自己不要害怕在課堂上說英文。	1-2-3-4-5
19. 上英文課時，我會提醒自己不要擔心在課堂口語活動中講錯或忘詞。	1-2-3-4-5
20. 上英文課時，如果我的英文口語表現不佳，我會提醒自己要繼續努力。	1-2-3-4-5
21. 上英文課時，我會試著避免說英文。	1-2-3-4-5

22.	課餘時，我會找機會或抽空自我練習英文口語能力。	1-2-3-4-5
23.	課餘時，我會自我練習老師指定的英文課堂口語活動。	1-2-3-4-5
24.	課餘時，我會自我朗誦英文課文、故事讀本、或其他英文教材。	1-2-3-4-5
25.	課餘時，我會藉由跟自己說英文來練習英文口語能力。	1-2-3-4-5
26.	課餘時，我會利用網路線上英文學習資源自我練習英文口語能力。	1-2-3-4-5
27.	課餘時，我會跟著英文歌曲、廣播節目或雜誌光碟，模仿或練習英文發音及語調。	1-2-3-4-5
28.	課餘時，我會跟著英文電視節目或電影劇中人物的對話，模仿或練習英文發音及語調。	1-2-3-4-5
29.	課餘時，我會找機會或抽空跟別人練習英文口語能力。	1-2-3-4-5
30.	課餘時，我會跟同學一起練習老師指定的英文課堂口語活動。	1-2-3-4-5
31.	課餘時，我會用英文跟同學或朋友交談。	1-2-3-4-5
32.	課餘時，我會用英文跟英文老師交談。	1-2-3-4-5
33.	課餘時，我會用英文跟英文口語能力好的校外人士交談。	1-2-3-4-5
34.	課餘時，我會上網用英文跟外籍人士做線上語音交談。	1-2-3-4-5
35.	課餘時，我會去外籍人士常去的場所，例如：教堂、餐廳、夜店等，用英文跟他們交談。	1-2-3-4-5
36.	課餘時，我會鼓勵自己主動練習英文口語能力。	1-2-3-4-5
37.	課餘時，我會試著以輕鬆愉快的心情練習英文課的口語活動。	1-2-3-4-5
38.	課餘時，我會想辦法讓英文口語練習變得較為輕鬆有趣，例如：找一個舒適的地方練習，找好朋友一起練習等。	1-2-3-4-5
39.	課餘時，我會想辦法讓自己不要害怕說英文，例如：私下自我多加練習，聽取別人的英文口語學習心得等。	1-2-3-4-5
40.	課餘時，如果我的英文口語練習表現不佳，我會鼓勵自己再多練習幾次。	1-2-3-4-5
41.	課餘時，我不會去準備或練習英文課的口語活動。	1-2-3-4-5
42.	課餘時，我不會主動練習自己的英文口語能力。	1-2-3-4-5

參、大一英文課堂口語活動看法調查問卷

說明：此問卷共計 24 題，問卷調查目的是希望了解各位同學對於大一英文課堂口語活動之個人看法。請就各項敘述符合你個人學習英語實際情況的程度（共分為五個程度等級，如下所示），表達你的看法。每題皆為單選題，答案無對錯之分，故請你在詳細讀完每題敘述之後，不要考慮太久，依照你個人的直覺判斷來作答。

作答方式：與前一份問卷作答方式相同。

請開始作答：

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

1=非常不符合， 2=不大符合， 3=略微符合， 4=符合， 5=非常符合

1. 大一英文課堂口語活動有助於提升我的英文口語能力。	1-2-3-4-5
2. 大一英文課堂口語活動有助於改善我的英文發音及語調。	1-2-3-4-5
3. 大一英文課堂口語活動有助於增加我開口說英文的勇氣。	1-2-3-4-5
4. 大一英文課堂口語活動幫助我了解自己英文口語能力的優、缺點。	1-2-3-4-5
5. 大一英文課堂口語活動幫助我了解英文口語能力的實用性。	1-2-3-4-5
6. 大一英文課堂口語活動讓我學到更多的英文口語技能及相關知識。	1-2-3-4-5
7. 大一英文課堂口語活動讓我在課餘時敢開口跟別人說英文。	1-2-3-4-5
8. 大一英文課堂口語活動對提升我的英文口語能力沒有幫助。	1-2-3-4-5
9. 大一英文課堂口語活動的主題多元，例如：時事、科技、日常生活相關議題等。	1-2-3-4-5
10. 大一英文課堂口語活動的種類多元，例如：雙人對話、小組討論、角色扮演等。	1-2-3-4-5
11. 大一英文課堂口語活動的規劃完善。	1-2-3-4-5
12. 大一英文課堂口語活動的內容充實。	1-2-3-4-5
13. 大一英文課堂口語活動的時間長度適宜。	1-2-3-4-5
14. 大一英文課堂口語活動的分組方式適宜。	1-2-3-4-5
15. 大一英文課堂口語活動的進行方式適宜。	1-2-3-4-5
16. 大一英文課堂口語活動的評分方式適宜。	1-2-3-4-5
17. 我喜歡大一英文課堂口語活動。	1-2-3-4-5
18. 大一英文課堂口語活動很有趣。	1-2-3-4-5
19. 做大一英文課堂口語活動時，我覺得很有興趣。	1-2-3-4-5
20. 做大一英文課堂口語活動時，我覺得很有參與感。	1-2-3-4-5
21. 做大一英文課堂口語活動時，我覺得很有成就感。	1-2-3-4-5
22. 大一英文課堂口語活動很無聊。	1-2-3-4-5
23. 做大一英文課堂口語活動時，我覺得焦慮不安。	1-2-3-4-5
24. 一想到要做大一英文課堂口語活動，我就覺得心情低落。	1-2-3-4-5

APPENDIX C
English Translation of the Instruments for the Pilot Study

Note: This translation does not include translation of the instructions for the participants in the questionnaire.

Basic Personal Background Information Questionnaire

1. Class Number: _____
2. Gender: M _____, F _____
3. Age:
Under 18 years old _____, 18 to 20 years old _____, Over 20 years old _____
4. Types of Senior High School:
Senior High School _____, Comprehensive High School _____, Vocational High School _____
5. College:
Arts _____, Science _____, Engineering _____, Agriculture _____, Management _____, Social Science _____, Law School _____, Fine Arts and Creative Design (FACD) _____
6. Number of Years of Learning English:
Under six years _____, Six to eight years _____, Over eight years to ten years _____, Over ten years _____
7. Place of Residence: _____
8. Time spent in an English-Speaking country?
Never _____, Under three months _____, Three to six months _____, Over six months to a year _____, Over a year _____
9. Apart from your English class at school, how many hours per week in average do you practice English oral?
Under an hour _____, One to two hours _____, Over two hours to three hours _____, Over three hours _____

English Oral Competence Developments Inventory

1=hardly true of me, 2=not true of me, 3=slightly true of me, 4=true of me, 5=very true of me

1. In my English class, I pay attention to see if my English oral performance is good or not.
2. In my English class, I softly read out new words I see in the textbook.
3. In my English class, I pay attention to see if my English pronunciation and intonation are correct or not.
4. In my English class, I correct my own English pronunciation and intonation.
5. In my English class, I follow the teacher to read along English sentence patterns and texts.
6. In my English class, I follow the teacher to practice my English pronunciation and intonation.
7. In my English class, I imitate the teacher's English pronunciation and intonation.
(Items 1 to 7 belong to the Individual Factor.)
8. In my English class, I look for opportunities to practice my English oral competence with classmates.
9. In my English class, I practice English conversation with classmates.
10. In my English class, I use English to do pair or group discussion with classmates.

11. In my English class, I use English to practice in-class oral activities with classmates, such as dialogues, role plays, and plays.
12. In my English class, I look for opportunities to practice my English oral competence with the teacher.
13. In my English class, I use English to ask the teacher questions.
14. In my English class, I use English to respond to the teacher.

(Items 8 to 14 belong to the Interactive Factor.)

15. In my English class, I keep myself in a relaxing and pleasant mood to practice my English oral competence.
16. In my English class, I encourage myself to speak English with classmates.
17. In my English class, I encourage myself to speak English with the teacher.
18. In my English class, I remind myself not to be afraid to speak English in class.
19. In my English class, I remind myself not to be worried about making mistakes or forgetting lines during in-class oral activities.
20. In my English class, I would remind myself to keep on trying if I didn't do well on my English oral performance.
21. In my English class, I try to avoid speaking English.

(Items 15 to 21 belong to the Affective Factor.)

22. After class, I look for opportunities or make time to practice my English oral competence on my own.
23. After class, I practice teacher-assigned in-class English oral activities on my own.
24. After class, I read aloud texts, story books, or other English instructional materials on my own.
25. After class, I speak English to myself to practice my English oral competence.
26. After class, I use online English learning resources to practice my English oral competence.
27. After class, I follow English songs, radio programs, or magazine CDs to imitate or practice English pronunciation and intonation.
28. After class, I follow characters' dialogues in English TV programs or movies to imitate or practice English pronunciation and intonation.

(Items 22 to 28 belong to the Individual Factor.)

29. After class, I look for opportunities or make time to practice my English oral competence with others.
30. After class, I practice teacher-assigned in-class English oral activities with classmates.
31. After class, I use English to talk with classmates or friends.
32. After class, I use English to talk with my English teacher.
33. After class, I use English to talk with people who, not from my school, have good English oral competence.
34. After class, I use English to speak with foreigners on the Internet.
35. After class, I go to places where foreigners are often seen, such as churches, western-styled restaurants, fast food stores, coffee shops, and night clubs, to chat with them in English.

(Items 29 to 35 belong to the Interactive Factor.)

36. After class, I encourage myself to take the initiative to practice my English oral competence.

37. After class, I try to keep myself in a relaxing and pleasant mood to practice oral activities assigned in my English class.
38. After class, I try to make English oral practice more relaxing and fun, for instance, finding a cozy place to practice or practicing with good friends.
39. After class, I try to make myself not afraid to speak English, for instance, self-practicing more in private or listening to others' tips for English oral learning.
40. After class, I would encourage myself to practice more if I didn't do well on my English oral practice.
41. After class, I do not take the initiative to practice my English oral competence.
42. After class, I do not spend time preparing or practicing oral activities assigned in my English class.

(Items 36 to 42 belong to the Affective Factor.)

Attitudes toward FENM In-class Oral Activities Questionnaire

1=hardly true of me, 2=not true of me, 3=slightly true of me, 4=true of me, 5=very true of me

1. FENM in-class oral activities help to enhance my English oral competence.
2. FENM in-class oral activities help to improve my English pronunciation and intonation.
3. FENM in-class oral activities help to increase my courage to speak English.
4. FENM in-class oral activities help me know the strengths and weaknesses of my own English oral competence.
5. FENM in-class oral activities help me understand the practical usefulness of English oral competence.
6. FENM in-class oral activities let me learn more English oral skills and knowledge.
7. FENM in-class oral activities give me the courage to speak English with others after class.
8. FENM in-class oral activities do not help to enhance my English oral competence.

(Items 1 to 8 belong to the Functions Factor.)

9. FENM in-class oral activities cover a variety of topics, such as current events, technology, and daily-life related issues.
10. FENM in-class oral activities consist of a variety of activities, such as pair dialogues, group discussion, and role plays.
11. FENM in-class oral activities are well planned and organized.
12. The contents of FENM in-class oral activities are substantial.
13. The time spans of FENM in-class oral activities are proper.
14. The student group dividing in FENM in-class oral activities is proper.
15. The running process of FENM in-class oral activities is proper.
16. The student evaluation of FENM in-class oral activities is proper.

(Items 9 to 16 belong to the Types Factor.)

17. I like FENM in-class oral activities.
18. FENM in-class oral activities are fun.
19. I feel interested while doing FENM in-class oral activities.
20. I feel a sense of participation while doing FENM in-class oral activities.
21. I feel a sense of achievement while doing FENM in-class oral activities.
22. FENM in-class oral activities are boring.
23. I feel anxious while doing FENM in-class oral activities.
24. I feel low-spirited whenever I think of being required to do FENM in-class oral activities.

(Items 17 to 24 belong to the Affect-based Factor.)

APPENDIX D
English Translation of the Instruments for the Main Study

Note: This translation does not include translation of the instructions for the participants in the questionnaire.

Basic Personal Background Information Questionnaire

1. Class Number: _____
2. Gender: M _____, F _____
3. Age:
Under 18 years old _____, 18 to 20 years old _____, Over 20 years old _____
4. Types of Senior High School:
Senior High School _____, Comprehensive High School _____, Vocational High School _____
5. College:
Arts _____, Science _____, Engineering _____, Agriculture _____, Management _____, Social Science _____, Law School _____, Fine Arts and Creative Design (FACD) _____
6. Number of Years of Learning English:
Under six years _____, Six to eight years _____, Over eight years to ten years _____, Over ten years _____
7. Place of Residence: _____
8. Time spent in an English-Speaking country?
Never _____, Under three months _____, Three to six months _____, Over six months to a year _____, Over a year _____
9. Apart from your English class at school, how many hours per week in average do you practice English oral?
Under an hour _____, One to two hours _____, Over two hours to three hours _____, Over three hours _____

English Oral Competence Developments Inventory

1=hardly true of me, 2=not true of me, 3=slightly true of me, 4=true of me, 5=very true of me

1. In my English class, I pay attention to see if my English oral performance is good or not.
2. In my English class, I softly read out new words I see in the textbook.
3. In my English class, I pay attention to see if my English pronunciation and intonation are correct or not.
4. In my English class, I correct my own English pronunciation and intonation.
5. In my English class, I follow the teacher to read along English sentence patterns and texts.
6. In my English class, I follow the teacher to practice my English pronunciation and intonation.
7. In my English class, I imitate the teacher's English pronunciation and intonation.
(Items 1 to 7 belong to the Individual Factor.)
8. In my English class, I look for opportunities to practice my English oral competence with classmates.
9. In my English class, I practice English conversation with classmates.

10. In my English class, I use English to do pair or group discussion with classmates.
 11. In my English class, I use English to practice in-class oral activities with classmates, such as dialogues, role plays, and plays.
 12. In my English class, I look for opportunities to practice my English oral competence with the teacher.
 13. In my English class, I use English to ask the teacher questions.
 14. In my English class, I use English to respond to the teacher.
- (Items 8 to 14 belong to the Interactive Factor.)**

15. In my English class, I keep myself in a relaxing and pleasant mood to practice my English oral competence.
 16. In my English class, I encourage myself to speak English with classmates.
 17. In my English class, I encourage myself to speak English with the teacher.
 18. In my English class, I remind myself not to be afraid to speak English in class.
 19. In my English class, I remind myself not to be worried about making mistakes or forgetting lines during in-class oral activities.
 20. In my English class, I would remind myself to keep on trying if I didn't do well on my English oral performance.
 21. In my English class, I try to avoid speaking English.
- (Items 15 to 21 belong to the Affective Factor.)**

22. After class, I look for opportunities or make time to practice my English oral competence on my own.
 23. After class, I practice teacher-assigned in-class English oral activities on my own.
 24. After class, I read aloud texts, story books, or other English instructional materials on my own.
 25. After class, I speak English to myself to practice my English oral competence.
 26. After class, I use online English learning resources to practice my English oral competence.
 27. After class, I follow English songs, radio programs, or magazine CDs to imitate or practice English pronunciation and intonation.
 28. After class, I follow characters' dialogues in English TV programs or movies to imitate or practice English pronunciation and intonation.
- (Items 22 to 28 belong to the Individual Factor.)**

29. After class, I look for opportunities or make time to practice my English oral competence with others.
 30. After class, I practice teacher-assigned in-class English oral activities with classmates.
 31. After class, I use English to talk with classmates or friends.
 32. After class, I use English to talk with my English teacher.
 33. After class, I use English to talk with people who, not from my school, have good English oral competence.
 34. After class, I use English to speak with foreigners on the Internet.
 35. After class, I go to places where foreigners are often seen, such as churches, western-styled restaurants, fast food stores, coffee shops, and night clubs, to chat with them in English.
- (Items 29 to 35 belong to the Interactive Factor.)**

36. After class, I encourage myself to take the initiative to practice my English oral competence.

37. After class, I try to keep myself in a relaxing and pleasant mood to practice oral activities assigned in my English class.
38. After class, I try to make English oral practice more relaxing and fun, for instance, finding a cozy place to practice or practicing with good friends.
39. After class, I try to make myself not afraid to speak English, for instance, self-practicing more in private or listening to others' tips for English oral learning.
40. After class, I would encourage myself to practice more if I didn't do well on my English oral practice.
41. After class, I do not take the initiative to practice my English oral competence.
42. After class, I do not spend time preparing or practicing oral activities assigned in my English class.

(Items 36 to 42 belong to the Affective Factor.)

Attitudes toward FENM In-class Oral Activities Questionnaire

1=hardly true of me, 2=not true of me, 3=slightly true of me, 4=true of me, 5=very true of me

1. FENM in-class oral activities help to enhance my English oral competence.
2. FENM in-class oral activities help to improve my English pronunciation and intonation.
3. FENM in-class oral activities help to increase my courage to speak English.
4. FENM in-class oral activities help me know the strengths and weaknesses of my own English oral competence.
5. FENM in-class oral activities help me understand the practical usefulness of English oral competence.
6. FENM in-class oral activities let me learn more English oral skills and knowledge.
7. FENM in-class oral activities give me the courage to speak English with others after class.
8. FENM in-class oral activities do not help to enhance my English oral competence.

(Items 1 to 8 belong to the Functions Factor.)

9. FENM in-class oral activities cover a variety of topics, such as current events, technology, and daily-life related issues.
10. FENM in-class oral activities consist of a variety of activities, such as pair dialogues, group discussion, and role plays.
11. FENM in-class oral activities are well planned and organized.
12. The contents of FENM in-class oral activities are substantial.
13. The time spans of FENM in-class oral activities are proper.
14. The student group dividing in FENM in-class oral activities is proper.
15. The running process of FENM in-class oral activities is proper.
16. The student evaluation of FENM in-class oral activities is proper.

(Items 9 to 16 belong to the Types Factor.)

17. I like FENM in-class oral activities.
18. FENM in-class oral activities are fun.
19. I feel interested while doing FENM in-class oral activities.
20. I feel a sense of participation while doing FENM in-class oral activities.
21. I feel a sense of achievement while doing FENM in-class oral activities.
22. FENM in-class oral activities are boring.
23. I feel anxious while doing FENM in-class oral activities.
24. I feel low-spirited whenever I think of being required to do FENM in-class oral activities.

(Items 17 to 24 belong to the Affect-based Factor.)

APPENDIX E

Summary of Basic Personal Background Information Questionnaire for the Pilot Study

1. Class Number

	Frequency	Percentage (%)
3313 (high level)	26	24.3
3346 (low level)	27	25.2
3351 (high level)	28	26.2
3394 (low level)	26	24.3
Total	107	100.0

2. Gender

	Frequency	Percentage (%)
Male	47	43.9
Female	60	56.1
Total	107	100.0

3. Age

	Frequency	Percentage (%)
Under 18 years old	1	.9
18 to 20 years old	102	95.3
Over 20 years old	4	3.7
Total	107	100.0

4. Types of senior high school

	Frequency	Percentage (%)
Senior high school	93	86.9
Comprehensive high school	10	9.3
Vocational high school	4	3.7
Total	107	100.0

5. College

	Frequency	Percentage (%)
Science college	27	25.2
Engineering college	24	22.4
Management college	30	28.0
Social science college	21	19.6
Law school college	2	1.9
FACD	3	2.8
Total	107	100.0

6. Number of years of learning English

	Frequency	Percentage (%)
Under six years	7	6.5
Six to eight years	38	35.5
Over eight years to ten years	41	38.3
Over ten years	21	19.6
Total	107	100.0

7. Place of residence

	Frequency	Percentage (%)
Keelung City	2	1.9
Taipei County	9	8.4
Taipei City	5	4.7
Taoyuan County	7	6.5
Hsinchu County	5	4.7
Miaoli County	1	.9
Taichung County	10	9.3
Taichung City	17	15.9
Changhua County	8	7.5
Nantou County	2	1.9
Yunlin County	4	3.7
Chiayi County	8	7.5
Tainan County	5	4.7
Tainan City	7	6.5
Kaohsiung City	12	11.2
Pingtung County	1	.9
Yilan County	2	1.9
Malaysia	2	1.9
Total	107	100.0

8. Time spent in an English-speaking country?

	Frequency	Percentage (%)
Never	93	86.9
Under three months	10	9.3
Three to six months	1	.9
Over six months to a year	1	.9
Over a year	2	1.9
Total	107	100.0

9. Apart from your English class at school, how many hours per week in average do you practice oral English?

	Frequency	Percentage (%)
Under an hour	75	70.1
One to two hours	28	26.2
Over two hours to three hours	4	3.7
Total	107	100.0

APPENDIX F

Frequencies of Responses (in %), Means (M), and Standard Deviations (SD) of the English Oral Competence Developments Inventory Items for the Pilot Study

No	Item Description	1*	2	3	4	5	M	SD
1.	In my English class, I pay attention to see if my oral English performance is good or not.	9	11.2	29	44.9	14	3.60	.899
2.	In my English class, I softly read out new words I see in the textbook.	1.9	17.8	31.8	38.3	10.3	3.37	.957
3.	In my English class, I pay attention to see if my English pronunciation and intonation are correct or not.	0	13.1	26.2	37.4	23.4	3.71	.971
4.	In my English class, I correct my own English pronunciation and intonation.	0	14	25.2	41.1	19.6	3.66	.951
5.	In my English class, I follow the teacher to read along English sentence patterns and texts.	2.8	15.9	33.6	29.9	17.8	3.44	1.048
6.	In my English class, I follow the teacher to practice my English pronunciation and intonation.	3.7	14	25.2	36.4	20.6	3.56	1.083
7.	In my English class, I imitate the teacher's English pronunciation and intonation.	5.6	19.6	38.3	21.5	15	3.21	1.097
8.	In my English class, I look for opportunities to practice my oral English competence with classmates.	5.6	42.1	35.5	12.1	4.7	2.68	.928
9.	In my English class, I practice English conversation with classmates.	4.7	36.4	33.6	19.6	5.6	2.85	.979
10.	In my English class, I use English to do pair or group discussion with classmates.	9.3	32.7	28	23.4	6.5	2.85	1.089
11.	In my English class, I use English to practice in-class oral activities, such as dialogues, role plays, and plays.	1.9	23.4	35.5	29.9	9.3	3.21	.972
12.	In my English class, I look for opportunities to practice my oral English competence with the teacher.	13.1	51.4	24.3	9.3	1.9	2.36	.893
13.	In my English class, I use English to ask the teacher questions.	6.5	40.2	26.2	18.7	8.4	2.82	1.080
14.	In my English class, I use English to respond to the teacher.	4.7	24.3	30.8	29	11.2	3.18	1.071

No	Item Description	1	2	3	4	5	M	SD
15.	In my English class, I keep myself in a relaxing and pleasant mood to practice my oral English competence.	2.8	15	32.7	32.7	16.8	3.46	1.030
16.	In my English class, I encourage myself to speak English with classmates.	5.6	28	41.1	19.6	5.6	2.92	.963
17.	In my English class, I encourage myself to speak English with the teacher.	3.7	22.4	41.1	23.4	9.3	3.12	.988
18.	In my English class, I remind myself not to be afraid to speak English in class.	3.7	15.9	33.6	29.9	16.8	3.40	1.063
19.	In my English class, I remind myself not to be worried about making mistakes or forgetting lines during in-class oral activities.	1.9	17.8	36.4	28	15.9	3.38	1.015
20.	In my English class, I would remind myself to keep on trying if I didn't do well on my oral English performance.	3.7	6.5	35.5	37.4	16.8	3.57	.972
21.	In my English class, I try to avoid speaking English.	3.7	6.5	22.4	46.7	20.6	3.74	.984
22.	After class, I look for opportunities or make time to practice my oral English competence on my own.	4.7	42.1	30.8	16.8	5.6	2.77	.977
23.	After class, I practice teacher-assigned in-class oral English activities on my own.	3.7	40.2	34.6	16.8	4.7	2.79	.932
24.	After class, I read aloud texts, story books, or other English instructional materials on my own.	6.5	37.4	35.5	16.8	3.7	2.74	.945
25.	After class, I speak English to myself to practice my oral English competence.	6.5	34.6	31.8	23.4	3.7	2.83	.986
26.	After class, I use online English learning resources to practice my oral English competence.	11.2	47.7	16.8	18.7	5.6	2.60	1.089
27.	After class, I follow English songs, radio programs, or magazine CDs to imitate or practice English pronunciation and intonation.	5.6	21.5	25.2	31.8	15.9	3.31	1.144
28.	After class, I follow characters' dialogues in English TV programs or movies to imitate or practice English pronunciation and intonation.	4.7	24.3	25.2	29.9	15.9	3.28	1.139
29.	After class, I look for opportunities or make time to practice my oral English competence with others.	6.5	53.3	25.2	10.3	4.7	2.53	.935
30.	After class, I practice teacher-assigned in-class oral English activities with classmates.	5.6	41.1	30.8	15	7.5	2.78	1.022

No	Item Description	1	2	3	4	5	M	SD
31.	After class, I use English to talk with classmates or friends.	10.3	39.3	31.8	14	4.7	2.64	1.004
32.	After class, I use English to talk with my English teacher.	8.4	37.4	28	21.5	4.7	2.77	1.033
33.	After class, I use English to talk with people who, not from my school, have good oral English competence.	9.3	49.5	26.2	13.1	1.9	2.49	.905
34.	After class, I use English to speak with foreigners on the Internet.	27.1	46.7	19.6	3.7	2.8	2.08	.933
35.	After class, I go to places where foreigners are often seen, such as churches, western-styled restaurants, fast food stores, coffee shops, and night clubs, to chat with them in English.	30.8	49.5	12.1	6.5	9	1.97	.884
36.	After class, I encourage myself to take the initiative to practice my oral English competence.	4.7	29	38.3	22.4	5.6	2.95	.965
37.	After class, I try to keep myself in a relaxing and pleasant mood to practice oral activities assigned in my English class.	3.7	14	43	27.1	12.1	3.30	.983
38.	After class, I try to make oral English practice more relaxing and fun, for instance, finding a cozy place to practice or practicing with good friends.	2.8	21.5	39.3	24.3	12.1	3.21	1.010
39.	After class, I try to make myself not afraid to speak English, for instance, self-practicing more in private or listening to others' tips for oral English learning.	2.8	20.6	36.4	28	12.1	3.26	1.013
40.	After class, I would encourage myself to practice more if I didn't do well on my oral English practice.	2.8	15	39.3	29.9	13.1	3.36	.983
41.	After class, I do not take the initiative to practice my oral English competence.	4.7	17.8	33.6	34.6	9.3	3.26	1.013
42.	After class, I do not spend time preparing or practicing oral activities assigned in my English class.	2.8	10.3	29.9	41.1	15.9	3.57	.972

Reliability coefficient $\alpha = .964$

Note:

* 1 = Hardly true of me, 2 = Not true of me, 3 = Slightly true of me, 4 = True of me, 5 = Very true of me

APPENDIX G

Frequencies of Responses (in %), Means (M), and Standard Deviations (SD) of the Attitudes toward In-class Oral English Activities Questionnaire Items for the Pilot Study

No	Item Description	1*	2	3	4	5	M	SD
1.	FENM in-class oral activities help to enhance my oral English competence.	2.8	5.6	27.1	50.5	14	3.67	.888
2.	FENM in-class oral activities help to improve my English pronunciation and intonation.	1.9	8.4	29.9	49.5	10.3	3.58	.858
3.	FENM in-class oral activities help to increase my courage to speak English.	1.9	9.3	28	39.3	21.5	3.69	.975
4.	FENM in-class oral activities help me know the strengths and weaknesses of my own oral English competence.	.9	5.6	32.7	43.9	16.8	3.70	.849
5.	FENM in-class oral activities help me understand the practical usefulness of oral English competence.	.9	7.5	29.9	46.7	15	3.67	.855
6.	FENM in-class oral activities let me learn more oral English skills and knowledge.	1.9	3.7	40.2	42.1	12.1	3.59	.824
7.	FENM in-class oral activities give me the courage to speak English with others after class.	5.6	14	41.1	28	11.2	3.25	1.020
8.	FENM in-class oral activities do not help to enhance my oral English competence.	2.8	12.1	17.8	42.1	25.2	3.75	1.056
9.	FENM in-class oral activities cover a variety of topics, such as current events, technology, and daily-life related issues.	0	5.6	29.9	46.7	17.8	3.77	.808
10.	FENM in-class oral activities consist of a variety of activities, such as pair dialogues, group discussion, and role plays.	0	3.7	16.8	50.5	29	4.05	.782
11.	FENM in-class oral activities are well planned and organized.	1.9	4.7	41.1	42.1	10.3	3.54	.816
12.	The contents of FENM in-class oral activities are substantial.	.9	5.6	35.5	44.9	13.1	3.64	.817
13.	The time spans of FENM in-class oral activities are proper.	.9	7.5	38.3	43.9	9.3	3.53	.805
14.	The student group dividing in FENM in-class oral activities is proper.	1.9	7.5	31.8	45.8	13.1	3.61	.877
15.	The running process of FENM in-class oral activities is proper.	9	5.6	32.7	49.5	11.2	3.64	.792

No	Item Description	1	2	3	4	5	M	SD
16.	The student evaluation of FENM in-class oral activities is proper.	2.8	4.7	36.4	44.9	11.2	3.57	.859
17.	I like FENM in-class oral activities.	1.9	15	36.4	34.6	12.1	3.40	.950
18.	FENM in-class oral activities are fun.	1.9	7.5	43.9	33.6	13.1	3.49	.883
19.	I feel interested while doing FENM in-class oral activities.	2.8	10.3	47.7	29	10.3	3.34	.900
20.	I feel a sense of participation while doing FENM in-class oral activities.	2.8	9.3	35.5	42.1	10.3	3.48	.904
21.	I feel a sense of achievement while doing FENM in-class oral activities.	3.7	11.2	51.4	23.4	10.3	3.25	.922
22.	FENM in-class oral activities are boring.	2.8	3.7	22.4	56.1	15	3.77	.853
23.	I feel anxious while doing FENM in-class oral activities.	.9	12.1	30.8	40.2	15.9	3.58	.932
24.	I feel low-spirited whenever I think of being required to do FENM in-class oral activities.	1.9	6.5	19.6	46.7	25.2	3.87	.932

Reliability coefficient $\alpha = .950$

Note:

* 1 = Hardly true of me, 2 = Not true of me, 3 = Slightly true of me, 4 = True of me, 5 = Very true of me

APPENDIX H
Summary of the Basic Personal Background Information Questionnaire
for the Main Study

1. Class Number

	Frequency	Percentage (%)
3301 (high level)	28	6.0
3304 (high level)	27	5.8
3310 (low level)	17	3.7
3311 (low level)	22	4.8
3316 (high level)	26	5.6
3322 (low level)	10	2.2
3332 (high level)	23	5.0
3345 (low level)	29	6.3
3352 (high level)	33	7.1
3353 (high level)	34	7.3
3369 (low level)	31	6.7
3375 (high level)	25	5.4
3377 (high level)	31	6.7
3381 (high level)	26	5.6
3398 (high level)	27	5.8
3399 (high level)	29	6.3
3404 (low level)	20	4.3
3405 (low level)	25	5.4
Total	463	100.0

2. Gender

	Frequency	Percentage (%)
Male	185	40
Female	278	60
Total	463	100.0

3. Age

	Frequency	Percentage (%)
Under 18 years old	2	.4
18 to 20 years old	430	92.9
Over 20 years old	31	6.7
Total	463	100.0

4. Types of senior high school

	Frequency	Percentage (%)
Senior high school	397	85.7
Comprehensive high school	62	13.4
Vocational high school	3	.6
Others	1	.2
Total	463	100.0

5. College

	Frequency	Percentage (%)
Arts college	93	20.1
Science college	34	7.3
Engineering college	47	10.2
Agriculture college	101	21.8
Management college	97	21.0
Social science college	62	13.4
Law school college	23	5.0
FACD	6	1.3
Total	463	100.0

6. Number of years of learning English

	Frequency	Percentage (%)
Under six years	19	4.1
Six to eight years	172	37.1
Over eight years to ten years	160	34.6
Over ten years	112	24.2
Total	463	100.0

7. Place of residence

	Frequency	Percentage (%)
Keelung City	6	1.3
Taipei County	26	5.6
Taipei City	33	7.1
Taoyuan County	24	5.2
Hsinchu County	26	5.6
Miaoli County	11	2.4
Taichung City	153	33.1
Changhua County	26	5.6
Nantou County	9	1.9
Yunlin County	11	2.4
Chiayi County	18	3.9
Tainan County	28	6.0
Tainan City	19	4.1
Kaohsiung County	15	3.2
Kaohsiung City	28	6.0
Pingtung County	12	2.6
Yilan County	8	1.7
Taitung County	2	.4
Malaysia	2	.4
Hong Kong	4	.9
Macau	2	.4
Total	463	100.0

8. Time spent in an English-speaking country?

	Frequency	Percentage (%)
Never	400	86.4
Under three months	42	9.1
Three to six months	8	1.7
Over six months to a year	6	1.3
Over a year	7	1.5
Total	463	100.0

9. Apart from your English class at school, how many hours per week in average do you practice oral English?

	Frequency	Percentage (%)
Under an hour	341	73.7
One to two hours	95	20.5
Over two hours to three hours	18	3.9
Over three hours	9	1.9
Total	463	100.0

