Attitudes toward the new English policy in Taiwan

by

Hsin-yu Shen

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Program of Study Committee:
John Levis (Major Professor)
Dan Douglas
Laura Winkiel

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Graduate College
Iowa State University

This is to certify that the master's thesis of

Hsin-yu Shen

has met the thesis requirements of Iowa State University

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ABSTRACT

English has become the most important and commonly used international language. Learning English is not only a task for those who live in English-speaking countries, but also for those who may never travel or live in an English-speaking country. Currently, many human activities (i.e. music, politics, economics) rely on English to bridge the language differences between people. One key area for English use is in early education in non-English speaking countries such as Taiwan.

Beginning in 1997, the education system in Taiwan has gone through major changes. One of the major changes is the Grade 1-9 Curriculum Alignment. The plan is to make the elementary education and junior high education more relevant to each other.

The entire education reform is confusing and complicated to many Taiwanese. Therefore, it leads to many public debates when the Ministry Of Education (MOE) first presented the education reform. Among all the changes in the education reform, the change to elementary English education has received the most attention from the public since its implementation in 2001.

The two research questions in this study are:

1. Do key stakeholders (educational administrators, Mandarin and English teachers and parents of 5th and 6th graders) believe the change in English language policy will be positive for improving the English abilities of Taiwanese students?
2. Do the stakeholders see the advantages of the new English policy as influencing linguistic and cultural change in Taiwanese society?
This research investigated the attitudes of educational administrators, Mandarin teachers, English teachers and parents of the 5th and 6th graders towards the new elementary English education policies.

The results show that most stakeholders are positive about the effectiveness of early English education, although they think the policy is poorly planned. However, most stakeholders are not certain whether they believe the policy will influence long-term linguistic and cultural change in Taiwanese society.
CHAPTER I: INTRODUCTION

For years, the official English education program began at junior high school in Taiwan. Now, the Taiwanese government has implemented a new English policy to start English education from the elementary level.

This chapter first explains the purpose of this research. Next, it describes the development of the research questions. Finally, there will be a description of the educational system in Taiwan. The description will include the educational administrative system, school system, education reform, grade 1-9 alignment, and the selection of textbooks and school admissions.

Purpose of the Study

The purpose of this study is to investigate the attitudes of Taiwanese educational administrators, parents and elementary teachers towards the new English-language education policy in Taiwan. The goal for this research is to describe the impact of the Taiwanese governmental language policy on Taiwanese society, and to examine attitudes toward the new English policy from the stakeholder groups.

Development of the Research Questions

Angela Little (Leach & Little, 1999) writes in Education, Cultures, and Economics,

Because economics is produced through an endeavor of human activity, economics is as cultural as religion, art or music. It is one of several ways through which people comprehend and act on the world (p. 15).

Language, which is also a way people act on the world, is tightly connected with economics. Better opportunities in business today take good communication skills and good language abilities. In an increasingly global business world, the language used for business
transactions is not usually the official language of the country. A new phenomenon has developed where a "new" dominant language has emerged for the purpose of business throughout the world. While Chinese, with 'approximately 20 percent of the human population speaking a Chinese dialect', is the language spoken by the most people (Weinstein, 1997, p. 96), it is English that has become the lingua franca for business and other multinational interactions.

Presently, "there are some 400 million people who speak English as their mother tongue" (Singh, Kell, Pandian, 2002, p. 53), and an estimated 1.3 billion people will use English as a first or second language by 2050 (Bragg, 2003). English is now also used as "a first or second language by more people in more parts of the world than ever" (Weinstein, 1997, p. 96). As the United States continues influencing the world's economic and political landscape, English is beyond a doubt the language that will power the process of globalization. It is unlikely that English will diminish in power and influence anytime soon. Because of this, many countries are implementing policies to increase their population's proficiency in English. One of these countries is Taiwan, the focus of this study.

Since the language of international business is English, countries around the world have seen advantages in better educating their students in the English language. When policy-makers in the government and business sectors in these non-native English speaking countries feel that their country is lagging behind other countries in business potential, the solution to their problem often involves better planning and teaching in English education. This is not a radical idea in these countries. Many of them have been implementing English education at different levels of their educational system for decades. As people generally
believes in the effectiveness of learning a foreign language early, there is a greater push now to start English education at a very early age, usually between kindergarten and the 3rd grade.

While this early start may have benefits in future language acquisition, it has also raised concerns as to the effects on these students and the overall effect on a country's identity and development. Generally, the concerns include how effective the new English policy will be in helping Taiwanese to become better at English and how the Taiwanese culture will be transformed by the American/English culture.

Taiwan is a non-native English-speaking country. The effectiveness of learning a foreign language early depends greatly on the design of the curriculum and the qualification of the teachers. A well-planned educational policy should prepare both good curriculum and qualified teachers. Besides the questions on the effectiveness of the policy, an English language policy that requires all students in early childhood to learn English also will influence the development of these non-native English-speaking countries to various degrees. The degree of influence then depends on how the language planners and educational officers plan out their educational goals. With this in mind, it is important that the governmental authorities take great care in their planning. Since widespread early age English education is a recent phenomenon, it is too early to say with certainty what kind of influence it will have on a society.

In recent years, Taiwanese society has begun to implement English education at the fifth grade (the old policy began it in seventh grade). This change is the focus of this thesis, whose goal is to explore how implementing English education at the elementary level will impact Taiwan's existing educational system and culture. This will be accomplished by looking at the stakeholders' attitudes to the policy changes.
Research Questions

Although the new policy has broad-based support, its effects may not be seen as wholly positive, and there may be many unintended consequences of the act. For this reason, the study will examine the attitudes of four groups of stakeholders: educational administrators, Mandarin teachers, English teachers and parents of 5th and 6th graders.

The decisions on choosing these four groups are based on their close relationships to the elementary English education. Educational administrators are the workers for the local government or schools. However, they also represent the image of governmental employees. Therefore, it will be interesting to see if they “completely” agree with the new English policy. English teachers work directly with the new English policy, so there is no doubt of their importance in the policy. Mandarin used to be the only language taught in elementary schools. Therefore it is important to see how Mandarin teachers react to the newly added English curriculum. Parents of the 5th and 6th graders, of course, are highly relevant to the new English policy since their children are studying in the system.

With the perspectives on who the study will explore, the researcher set up two research questions. These two research questions are as follows:

1. Do educational administrators, Mandarin and English teachers and parents believe the change in English language policy will be positive for improving the English abilities of Taiwanese students?

2. Do the stakeholders see the advantages of the new English policy as influencing linguistic and cultural change in Taiwanese society?
Educational Administrative System in Taiwan

Generally speaking, there are three levels of educational administrative systems in Taiwan, one central and two local systems. These three offices have different powers and duties (Educational System in the Republic of China, p. 5). The central system or the Ministry of Education (M.O.E.) is responsible for formulating education policy, as well as overseeing the operations of all national schools and colleges, national social education organizations and private universities and colleges (The Educational Administration System, 2002). It supervises and gives direction to the highest local administrative executives to carry out the educational plan from the central government and has the power to suspend and nullify the orders and disciplinary decisions of local systems with the approval of the Executive Yuan (Congress in the U.S. system). Figure 1.1 shows the relationships of educational institutes and the governmental offices of Taiwan.

![Diagram of Administrative Structure of Education in Taiwan]

**Figure 1.1. Administrative Structure of Education in Taiwan**
Under the supervision of the M.O.E., the highest local system in the municipal governments and county (or city) governments are the Bureaus of Education. The Bureaus of Education are in charge of five areas: (1) community education, (2) social education, (3) supervisory offices of educational and academic institutions, (4) planning and managing libraries, museums, public stadiums, and gymnasium and (5) other educational administrative affairs (Educational System in the Republic of China, pp. 5-6).

The educational office in each county government (the highest local system) has some power in making decisions, but the Ministry of Education makes the bulk of decisions regarding education. Below the Bureaus of Education are individual school boards located in each Taiwanese school. The school board makes decisions concerning the school like textbooks, hiring, and school schedules.

School Systems in Taiwan

![Flow Chart of Taiwanese Educational System](image-url)

Figure 1.2. Flow Chart of Taiwanese Educational System
Schools in Taiwan are categorized into the following levels (See Figure 1.2): kindergarten, elementary school, junior high school, senior high school, senior vocational high school, junior college, university, special school and supplementary/continuing school. In the academic year of 2002-2003, there were a total number of 3,275 kindergartens, 2,627 elementary schools, 716 junior high schools, 302 senior high schools, 170 senior vocational high schools, 15 junior colleges, 139 universities, 25 special schools and 953 supplementary and continuing schools (Number of Schools at Each Level). In this chapter, kindergarten, elementary school, junior high school, senior high school, vocational senior high school and junior colleges will be described.

In Taiwan, kindergartens, which can run anywhere between 1 to 3 years, usually start at age five. Elementary school is grade 1 to 6 and junior high school is grade 7 to 9, similar to the U.S. educational system. After junior high school, students choose to continue their education by entering senior high school, vocational senior high school or junior college. Two-year and four-year universities are available after all of these (see Appendix A for details about qualification of admission, period of study and conditions of graduation in all levels of schools).

Senior high school emphasizes students’ abilities in academic subjects like Mandarin, English, math and history. It is considered the most straightforward step towards pursuing an academic education at a university. It is also more highly valued among junior high graduates and the students’ parents since it more easily leads towards higher education. It is considered the mainstream of education to go to senior high school.

Vocational senior high schools and junior colleges, on the other hand, focus more on vocational training. Vocational senior high schools, similar to senior high schools, generally
take three years to complete. Different from senior high schools and vocational senior high schools, junior colleges take five years to complete. Generally, the vocational training in junior college is more extensive than the 3-year vocational training in vocational senior high schools. It is also categorized as a type of higher education in the educational system (see Appendix A).

Since senior high school is considered the mainstream of education, the vocational education in vocational senior high school and junior college has been neglected for years. In order to fully develop vocational education in vocational senior high school and junior colleges, the Taiwanese government has tried to create “dynamic and quality technological and vocational education” (The Ministry of Education, 1999 Progress Report). The Ministry of Education also introduced a trial of 10-year compulsory education for all students to serve the vocational training needs for junior high students since 1994 (Educational System in the Republic of China, 2003).

Starting in 1968, students in Taiwan were only required to attend 9 years of school (An Education Overview, 2002). The 10-year requirement was meant to help those students who do not plan to continue their studies to receive vocational training in their junior high schools. Recently, the Ministry of Education has been actively planning and researching the idea of developing and implementing a twelve-year compulsory education (Plan of the Twelve-year Compulsory Education, 2003).

Although there is only a nine-year compulsory education at this time, most students continue their education after the required nine years. In 2002, 95.48 percent of junior high graduates continued their education to senior high schools, vocational senior high schools or junior colleges. In the same year, 69.01 percent of senior high school graduates, and 45.73
percent of vocational senior high graduates continued to a higher level of education (Last 10 Years of Educational Development, 2002).

The Education Reform

After years of planning and with high expectations from Taiwanese society, the government decided to change the educational system of Taiwan in order to meet the changing educational needs of the citizens. Begun in 1997, the Ministry of Education has pushed to start the educational reforms at all levels of education (The Grade 1-9 Curriculum Seminar in 2002, 2002). The M.O.E. on their Mandarin website gives two reasons for the reform. These reasons (translated and summarized by the researcher) are as follows:

(1) Needs of the Country’s Development

Responding to the development of the world, Taiwan has to actively proceed on educational reform by improving student potential, helping the development of the society and raising the country’s competitive standing in the world.

(2) The Reactions to the Society’s Expectations

Recently the society has expected the government to loosen up the outdated strict system. The educational reform has followed the expectations from the society. The government has announced the standards of elementary curriculum in 1993 and has the revision announced in 1994 (Background of 1st-9th Grade Curriculum Alignment).

These two reasons have been mentioned frequently in government documents and on the news. They indicate that the government has taken the expectations of its citizens into
consideration. The Taiwanese government sees the needs to follow the trend of globalization and the society's expectations to maintain its status of an economic mini-dragon in Asia.

In the progress of educational reform report, the M.O.E. stated that the five-year program of educational reform passed the votes needed in the Executive Yuan and that 157 billion NT$ (New Taiwanese Dollars) (roughly 4.6 billion US dollars) of the budget was allocated to the reform. The largest educational reform in Taiwanese history was to begin in 1999. Twelve main projects of the education reform were slated for reform:

a. consolidating elementary education
b. making pre-school education widely accessible
c. consolidating existing systems for teacher training and continuing education
d. creating dynamic and quality technological and vocational education
e. achieving excellence within higher education
f. encouraging lifelong education and information education
g. promoting family education
h. improving education for disabled students
i. enhancing education for aboriginal students
j. providing accessibility to the paths for education
k. re-establishing counseling systems
l. advancing education research and funding

(The Ministry of Education, 1999 Progress Report)

The characteristics of these 12 projects demonstrate the M.O.E.'s intention to bring the education system together as a "whole system." It is to provide the learning environment for Taiwanese from the age of pre-school to late years. With the fast progress made already during the first 5 years of project, the Minister of Education, Huang Jung-tsun, announced on August 13th, 2003 that the second five-year project would be scheduled and planned to start by the end of 2003 (The Second 5-year Project in the End of the Year).

The major changes during the first 5-year project that are significantly related to the elementary English education are: (1) Grade 1-9 Curriculum Alignment, (2) changes of the textbook selection, (3) school admission, and (4) English education. Descriptions of the
textbook selection, school admission and Grade Curriculum Alignment will be mentioned in this chapter while English education will be discussed in the next chapter of literature review.

**The Grade 1-9 Curriculum Alignment**

Since 1997, the Grade 1-9 Curriculum Alignment has been a major project within the education reform. The main reason for this particular reform is the need of Taiwan to transform the educational system in order to meet the challenges and changes in the twenty-first century (Education System in the Republic of China). The project covers nine years of compulsory education and influences the whole education system. The main idea of the Grade 1-9 Curriculum Alignment is to bridge the curriculum gap between elementary education and junior high school education for more continuous and complete compulsory education. In other words, the education of these two levels will be linked to become more related.

In the 1999-2000 academic year, the M.O.E. selected 334 elementary schools and junior high schools around Taiwan to implement the project. In year 2001, the M.O.E. started to implement the new curriculum in all the junior high schools (Report of the Progress, 2001). In the same year, the new elementary English education that teaches English at the fifth grade was implemented.

**Selection of Textbooks and School Admissions**

In the past, the school’s textbooks were unified for most levels of education except higher education. The K-12 textbooks used to be written, edited, translated and printed by the National Institute of Compilation and Translation. For years, this policy was criticized for
producing outdated and dull texts. Many of the examples in the textbooks used by the students had little use in the current market. Some even argued that the institute was still producing propaganda for the Nationalist government. The government, therefore, decided to shift the functions of the Institute of Compilation and Translation to evaluating books in the market. Once those books were recognized, they became the choices on the list of the school textbooks. School boards (or principals in the smaller schools) then choose one on the list according to the needs of their students. Although the open market on the choices of textbooks gives schools more power to decide their students’ textbooks, some parents and educators are worried. The unified textbooks were important for students in their preparation for the joint entrance examinations. The fear of these parents and educators reflect the possible confusion and uncertainty these different versions of textbooks may bring for the students before the test. In responding to this doubt, the Ministry of Education guaranteed that any of the several versions of these textbooks would be sufficient to prepare students for taking the joint entrance exams.

The joint entrance examination, which for years was the only way to enter any higher level of education, has now been paired with another alternative since 1997. Different from the US system, the joint entrance exams include the tests to enter higher levels of education after junior high schools (9th grade).

One major reason for this change was the perceived narrowness and disadvantages associated with the traditional joint entrance examination. For many years, lectures and teaching materials were created in such a way to guarantee a good score on the exam. Many students were also under a great pressure to learn all they could in order to receive a high
score. In order to reduce the stress imposed on students from burdens and make the assessment more flexible, the government decided to add one more entrance exam.

The new admission system now includes two major ways to enter high school and colleges. It is designed to increase the validity of admissions of students by looking at their various performances. The first way is to go through an application procedure, which is similar to the application system in the United States. Students still have to take an entrance exam, which is called basic achievement test. This exam is held earlier than the second exam. The alternative entrance exam is similar to the Scholastic Assessment Test (SAT) given to American students that assesses the students’ academic performance. Schools, then, set up the percentage of the importance of students’ Grade Point Average (GPA), activities and scores of the alternative entrance exam in gaining admission. In this way a student’s chances of entering the school of their choice is not based solely on one test. It is hoped this may relieve some of the stress associated with education in Taiwan and the over-emphasis on tests.

Students who do not take the first basic achievement exam to go through the application procedure will choose to take the second basic achievement exam. Those who fail to pass the first basic achievement exam will also choose to take the second exam. The second basic achievement exam is similar to the traditional entrance exam, in which all Taiwanese students take the exam on the same days to get admissions. The students then gain admissions based only on the results of their tests. Many students choose to take both tests as a way to increase their chances of gaining admissions to the high school of their choice.

The example of admissions to senior high school, vocational senior high school, and junior college in 2002 is provided below:
Figure 1.3. Alternative Admissions to Senior High School and Vocational High School

Note: From “Project of Alternative Admissions to Senior high school and Vocational Senior high school” on the website of Ministry of Education: http://140.111.1.192/high-school/bbs/one-1/versatile-2htm.

Besides the changes to the school admission, assessment in school has also been modified. The M.O.E. tries to change the way people looked at the students’ performance by adding different assessments to assist the traditional paper-and-paper assessment. In school, alternative assessment, authentic assessment, performance assessment, paper-and-pencil assessment, dynamic assessment and portfolio assessment are recommended in order to provide various perspectives on assessing students’ performance (Teaching and Assessment).
CHAPTER II: LITERATURE REVIEW

What is language planning? What is language policy? Why are the issues behind language planning and policy so important? This chapter will include sections on the definition of language planning and language policy, the spread of English, influential factors in language planning and policy, language policy and planning issues around the world, the history of language policy in Taiwan, and the current English education in Taiwan and studies about early foreign language education.

Description and Definition of Language Planning and Language Policy

“Language planning refers to deliberate efforts to direct, change, or preserve the acquisition, structure, or functional allocation of language codes within a given society” (Gottlieb & Chen, 2001, p. 4). Language planning is also, as Weinstein (1980) writes, “a government authorized, long-term, sustained and conscious effort to alter a language’s function in a society for the purpose of solving communication problems” (p. 56). These efforts “can be carried out by government bodies, official or private organizations, or individuals” (Gottlieb & Chen, 2001, p. 4). As Tsao (1999) described, “the scope of activities covered by language planning is rather wide, and within language planning scholarship, an important distinction is usually maintained between what is called policy or language determination issues, and cultivation or language development issues (p. 328).

In contrast to language planning, language policy “refers to systematic formulation of such efforts by authoritative agencies” and “it is usually explicit, embodied in laws,
regulations and guidelines” (Gottlieb & Chen, 2001, p. 4). While language planning is language management at the macro-level, language policy is “a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the society, group or system” (Kam & Wong, 2000, p. 1).

Regarding language policy studies, Harold Schiffman (2002) in his online Proposal to Establish a Consortium for Language Policy and Planning says that language policy studies can generally include “language maintenance, language death, language loss, language abandonment, language preference, language prestige, language loyalty, language switching, language shift, language spread, language suppression, language conflict, and so on.” He emphasizes that these disciplines need “necessary attention to questions of choice, control and rights.” As he explains, language policy studies have been in the academy for decades but did not become “a sharply salient issue in North American academia until the 1960’s, when the sociolinguists and sociologists of language began to focus attention on the speech forms, problems, and aspirations of American linguistic minorities.”

Language policy and planning in education also had not been researched much until the 1960’s. Michal Apple says, “Education has always been a contradictory assemblage of policies and practices. It can simultaneously embody forms of culture and bodily control and forms of liberation” (Singh, Kell & Pandian, 2002, p. xiii). The key component of language in practice is “the formation and maintenance of all social institutions, informing the ways in which languages are defined, used, and evaluated.” As Pennycook (2000) explains, language teaching and language learning often are about “methods, competencies, strategies, grammar, tasks, exercise, drills, activities, and so on” (p. 89). However, this perspective contains a blind spot since it views the language classroom as “a closed box, an educational content
separated from society. The main concern, therefore, is how teachers can encourage the students to learn, to remember, internalize, and use the necessary pieces of language. And the main research questions have to do with how learners learn to communicate” (Pennycook, 2000, p. 89). Pennycook explains that the research of language learning is important. However, it is also important to see that beyond the walls of language education are multifaceted social and cultural issues. Therefore, researchers and language educators, while looking at the best method to help students learn a language, should also look into “the critical role of language in its national, educational and social development while giving, at the same time, due regard to its cultural heritage and linguistic diversity and to how the dominate language as taught in the schools in that system has served people’s needs” (Kam & Wong, 2000, p. 9).

The Spread of English

The experiences of colonization, dispossession, diaspora and migration that characterized the expansionism and defeat of the English empire ensure that its language found expression throughout huge swathes of the world’s population (Singh, Kell & Pandian, 2002, p. 1).

English is known as the window to the world. With the acceleration of globalization and capitalism, English has become the first truly global language in human history (Singh, Kell & Pandian, 2002). As Tollefson writes, “English became a serious contender for use as the primary language of international communication because of the British Empire of the nineteenth century and, after World War II, the U.S.’s rise to world economic and political dominance” (2000, p. 9).

The idea of English as the global language arose in the nineteenth century when the advent of the telegraph first wired the world together (Bragg, 2003). Today, media and the
Internet are also pushing English to become more and more necessary to the world’s communication.

A common counterargument to English’s domination is the growth of minority languages. Wallraff (2000) in discussing English as a global language mentioned that the Hispanic population now makes up 30 percent of the total population in New York City. In the United States, Spanish-speakers grew by 50 percent from 1980 to 1990. In order to fit the needs of Hispanic population, numbers of Spanish language newspapers have been published. Sioux City, Iowa is one of the towns that have Spanish language newspapers. The population of Chinese speakers grew by 98 percent, Korean speakers by 127 percent and Vietnamese by 150 percent over the same decade. She asked, “how can all this, simultaneously, be true? How can it be that English is conquering the globe if it can’t even hold its own in parts of our traditionally English-speaking country?” (p. 3).

This yields the question of what exactly is global language. David Crystal says that “a language achieves a genuinely global status when it develops a special role that is recognized in every country” (1997, p. 2). A global language also has to “be taken up by other countries around the world” and “is given a special place” in other linguistic communities (Crystal, 1997 p. 3). Raley (1998) described that global English “has now come to stand in as a manufactured historical and cultural condition constituted in part by the supposition that language has made it possible to elide or transgress the boundaries of nations and races” (p. 3). The ownership of English therefore has become unclear. The English native speakers are no longer only those who are from England and have white skins. Native speakers of English can be from Singapore or India as well.
Most countries that have English as an official language are former colonized countries. The biggest colonizer is Britain which has not only made the U.S.A. become an English-speaking country, but has also turned many countries into native English-speaking countries. In *The Problem of Official Language*, Weinstein (1997) says that “at the end of World War II, formerly colonized areas of Asia, Africa, the Caribbean, and the Pacific Islands achieved freedom as nations: not as commonwealths, tribes, or other sub-national units” (p. 97). One of the first duties in these newly freed states was to choose their official language. Many of these former colonies had highly diverse linguistic groups. When the colonial power was in control the colonists usually used their own language as the main language of communication for the convenience of ruling these countries. After the political power was returned to local people, these countries often faced the dilemma of keeping the colonial power’s language or using a local language as the official language. Most of the time, the colonizers’ European language and one or more local languages were chosen to become the official languages. Former colonized countries like India, Philippines and most African countries are examples where English is an official language (p. 97).

**Influential Factors in Language Planning and Language Policy**

The background reasons for language policy and planning are rather complicated. However, if there should be only one factor that affects language policies in many countries, it would be economic. Economic factors, therefore, will be the first factor described in this section.

Economic factors have played a key role in determining many countries’ decisions on language policy and language planning. They also influence how much a country is willing
to do in regards to the language issue. As Gottlieb and Chen (2001) said, "economic prosperity can be a factor in determining the degree of importance which governments attach to language planning" (p. 11). Taking Japan as an example, "in the immediate postwar years, the argument that script rationalization could prove an important economic factor in national reconstruction carried great weight and was instrumental in allowing the script reforms to be pushed through quickly" (Gottlieb and Chen, 2001, pp. 11-12). Script here means the written language.

Political factors are the second influential factor of language planning. In Sweden, language planning has been "a political foundation of the aim of which was to gain political control of various language groups" (Winsa, 2000, p. 147). It was especially true in the 17th Century when kings of Sweden were trying to maintain political and military power in a multilingual empire (Finland, the Baltic States, coastal parts of Western Russia, parts of northern Germany and some former provinces of Denmark). During the Geatish period, Swedish kings became aware of how "an exclusion of the local vernaculars from official domains and public institutions constituted one of the most efficient non-violet instruments to subjugate the various language communities" (Winsa, 2000, p. 147). Thus, language can have the power to unify a nation. The argument of the language is power to unify a country also is used by the supporters of the English Only movement in the United States of America.

Cultural factors are another element that influences decisions on language planning and policy. China can be used as the example. Before the Communist victory in 1949, all Chinese characters were written in the traditional fashion. These were very elaborate characters that took many strokes to complete. After the Communist party took control of Mainland China, they saw the need to increase the literacy of the population to get their
political message to the people. They produced a new writing system that used simplified characters. Half of the Chinese characters were decreased in strokes for easier learning process. This simplified writing system is now considered the modern writing system in China. These were less elaborate and easier to master (Gottlieb & Chen, 2001). This simplified written Chinese successfully decreased illiteracy in China in a few decades. However, most characters were simplified so dramatically that most people from Taiwan and Singapore (which write in traditional Chinese) had trouble understanding all the simplified characters.

Issues of Language Policy and Language Planning around the World

Bilingual Education Controversy in the United States of America

Language planning and policy is also influential in the United States. Bilingual education in the United States of America has been controversial because of its connections to issues such as educational rights, civil rights, national unity and national security. In 1968, the U.S. Congress passed the Bilingual Education Act to give equal learning opportunities to students with limited English proficiency. In 1974, the recast provision of Bilingual Education Act of 1968 was created to articulate a plan for a national policy in bilingual education. This is to have bilingual program at school to suit the needs of the bilingual students.

More than thirty years after its introduction, there is a growing voice of opposition to bilingual education. People start to question how much bilingual education helps students in mastering English, which is the language they will need to live in the United States of America. Even some Hispanic parents who have been strong advocates for bilingual
education have started to question its effectiveness (Cromwell, 1998). In June 1998, with Proposition 227, California became the first state to ban bilingual education in public schools. The initiative required that all classroom teaching, other than foreign language teaching, be completely in English. Its backers believed that English immersion was better than bilingual education in helping immigrant students succeed (Crawford, 1998). In 2000, Arizona voters followed the lead of California and restricted the use of bilingual education.

(Bilingual education issue on the ballots, 2002) In 2002 Massachusetts followed suit. In 2002 in Colorado, voters defeated a similar ballot proposal. The fight is not over yet, as each of the different initiatives has been taken to court. Also in 2002, about 150,000 students in California still remain in bilingual programs even though a ban has been implemented.

Quebec, Canada: The battle between French and English

The United States' neighbor to the north, Canada, has two official languages, English and French. All school children in Canada are required to take both languages throughout their formal education. The majority of French speakers in Canada live in the province of Quebec, where the biggest controversy in language planning in Canada has occurred.

Quebec has been a bilingual area since the French colonized the area. In 1977, the separatist party Parti Quebecois (PQ) was able to pass the controversial Bill 101 that made French the official language of Quebec and limited the use of English on commercial signs. It was not until 1988 that the Canadian Supreme Court ruled against the Bill. The PQ under this defeat passed Bill 178 that allowed for bilingual signs indoors, but not outside of businesses. The Supreme Court ruled that law unconstitutional, but a clause in the Canada Constitution allowed for the bill to be law in Quebec for five years. In 1996, the government reintroduced
the language police (Bill 101) to ensure that English was not being used more than French in the province.

The bilingual situation in Canada even led to the party *Parti Quebecois* to come within a percentage point of succeeding in a referendum that could have split Quebec from Canada in 1995 (Couvrette, 2003). It shows that language in Canada not only transformed the education system, but also shook the nation’s unity.

*Language Policy and Language Planning in East Asia*

The business development of East Asian countries has created a strong push for these countries’ educational planning. “At one level, the region had attracted the attention of economists because of the so-called “East Asian Miracle.” Japan was the first designated an “economic miracle,” a term subsequently applied to Hong Kong, South Korea, Taiwan and Singapore, and later to PRC, Thailand, Malaysia, and Indonesia as well” (Kam and Wong, 2000, p. 3).

Most of these countries are multilingual, where it is normal to learn a second or third language. In Taiwan for example, many people speak one indigenous language, Mandarin and English. English, however, is the language given in first priority in many East Asian countries. Countries such as Singapore, India and Philippines even have English as an official language. English is always taught in secondary schools and colleges in the region (Kam and Wong, 2000). English is also taught in elementary schools in countries such as China, Japan, South Korea and Taiwan.

Kam and Wong say that “given the linguistic diversity and complexity of the language situation in East Asia, any attempt at generalization has to be done with great
caution” (2000, p. 27). However, they provide three generalizations to give an introduction on the region’s language situation. First, they mention that some countries recognize the languages within the territories and adopt one or more languages as official languages. Second, “each form of language education would bring about some kind of elite bilingualism (either English, French or Russian and the mother tongue) among the educated sections of the local population which are designed to form an urban-based bilingual bureaucracy (Kam and Wong, 2000, p. 27). Third is to teach and to learn “a foreign language of international currency such as English” (Kam and Wong, 2000, p.28).

In general, it seems the language situation in East Asia is less controversial in the sense of having English education within official pedagogy. This may be because these countries recognize the importance of English in developing the countries' business success.

The History of Language Situation and Language Planning in Taiwan

Taiwan has a diverse linguistic and ethnic group makeup. In 1991, the four largest ethnic groups in Taiwan were Minnanren (73.7%), Mainlanders (13%), Hakka (12%) and Austro-Polynesians (1.7%) (Tsao 1999). Besides the four major ethnic groups, there are also eight main aboriginal groups (Amis, Atayal, Paiwan, Bunun, Puyuma, Rukai, Tsou, Saisiyat, Yamin) in Taiwan. Each of them has their own language.

These languages are not the only elements that have complicated Taiwan's linguistic background. In the last few hundred years of Taiwanese history, there have been several linguistic changes brought about from foreign occupiers. The early colonizers, the Dutch in southern Taiwan (1624-1661) and Spanish in northern Taiwan (1625-1648), did not make much linguistic change to the population during their short period of occupation. The Dutch
missionaries, however, created a writing system for one of the aboriginal languages-Siraya. This language, Siraya, was served as the lingua franca in the south and was used for more than a hundred years before Chinese characters replaced it (Tsao, 1999).

A very significant linguistic reform before 1945 was the Japanese language policy during Japan’s period of colonization of Taiwan. During Japan’s occupation between 1895 and 1945, Japanese was the only language allowed and taught in Taiwanese schools. Any student caught speaking Taiwanese would be whipped as punishment (Hiroyuki, 2002). As Gottlieb and Chen (2001) say, “the teaching of the Chinese language in government schools was reduced and eventually canceled as the Japanese sought to pursue through the teaching of Japanese language and culture a policy of assimilation of the Taiwanese as loyal subjects of the emperor” (p. 16) This caused the entire generation of that time to “lose their abilities to use Chinese for formal purposes” (p. 16). On the other hand, this restricted language policy made the same generation to have a special affection towards Japanese language and culture. Even though there are feelings of hatred towards the colonial Japanese government, some people from that generation are still fluent in Japanese, and also appreciate Japanese culture and government. In this case, the Japanese not only transformed the linguistic habits but also “deformed the inter-group relations, social structure, education, traditional cultures and values, and the national identity of the ruled as well” (Hiroyuki, 2002, p. 6).

As a result of the Japanese losing World War II, Taiwan was given back to China. The language spoken by people under the government of China included several regional dialects that are not always intelligible to each other. Mandarin was chosen to become the official language for all territories under Chinese jurisdiction when the Dictionary of the National Language was established in 1932 in Mainland China (Tsao, 1999). However, the
strict Mandarin policy was not implemented in Taiwan until the Nationalists retreated to Taiwan after being defeated by Mao's communist forces in 1949 (Gottlieb and Chen, 2001).

In the beginning of the Mandarin policy implementation, the relationship between the Nationalist government and the Minnanren group, the largest ethnic group, was tense. There were numerous conflicts between the nationalist administrators and the local Min.

The language policy that the National government implemented in Taiwan in 1949 can be briefly introduced as follows:

...while all speakers of a local language have to learn to speak Mandarin, the national language, the Mainlanders, most of whom could speak some form of Mandarin were not required to study a local language. This policy was implemented more effectively in schools where those who spoke their mother tongue were punished. Students were taught that it was unethical and unpatriotic to speak their mother tongue if it was a language other than Mandarin. In the mass media, the use of indigenous language was, for a long time, severely restricted. With all these repressive measures in effect for more than thirty years, it is little wonder that the use of indigenous languages has declined significantly and that some of them face extinction in a generation or two (Tsao, 1999, p. 365).

After years of working towards ethnic equality and democracy, this inequality in education of local languages finally improved in 1997 in the education reform. Now, many local languages such as Taiwanese, Hakka and other aboriginal languages are available in elementary schools (Tsao, 1999).

In addition to the language policy during the Japanese colonial time and the nationalist government time, the English education policy in elementary school is the largest language planning undertaken in Taiwanese history. The Taiwanese government even once planned to have English as the second official language along with Mandarin, though the idea was criticized severely once it came out (Lin, 2002). Many Taiwanese argued that making English an official language was not equal to making Taiwan internationalized.
Some even said that it would be shameful to make English as the second official language since Taiwan was not colonized by any English-speaking country before.

**English Education in Taiwan**

English is a foreign language in Taiwan. However, it is the language that people usually feel is necessary to master. Based on the government’s decision to implement elementary English education and the increasing numbers of private language schools, English is a very popular and welcomed foreign language in Taiwan.

The Taiwanese are not new to foreign language education in schools. English itself has been part of the national curriculum for junior high school (7th grade in the U.S. system) since 1968 when the government implemented the nine-year compulsory education. With the process of globalization and English rapidly becoming a global language, the government and the people of Taiwan see the advantages of bringing English education into the elementary curriculum.

The Ministry of Education in Taiwan announced in 2001 its decision to start national English education from the 5th grade nationally. MOE used 19 elementary schools in Taipei City starting in 1997 as pilot schools for starting the English education from 5th grade. In 2001, the Taiwanese government recognized the effectiveness of starting English education earlier and decided to implement the elementary English education nation-wide. In order to clarify the English abilities the government expected to see in elementary students, the government said that the goal of the elementary English curriculum would focus on listening and speaking skills. This focus would not shift to writing and reading until junior high school. The M.O.E. also provided several online teaching resources for teachers. A list of one
thousand English vocabulary words also was used as the reference to the standard in elementary English education (see Appendix B).

The Taiwanese government announced the goal to expect better English abilities in future citizens with the new English policy. From the government’s perspective, it is important to maintain its competitive capacity and develop its potential in the world economy. One effort that paid off recently was Taiwan’s membership into the World Trade Organization (WTO), which is considered by many as the door into the international market. With new and expanding potentials in the international market, the Taiwanese government and people hope to prepare future citizens with good English skills.

Additionally, many international and Taiwanese companies have moved their factories from Taiwan to Mainland China because of the inexpensive labor force. The moving of factories and WTO membership has shifted the industrial aspect of the economy. Taiwan has become less of a producer and more of an innovator in technology and other fields. Because of this economic shift, the Taiwanese government has become aware of the need to transform Taiwan into an international business center for the Asian-Pacific region. This will require a more high tech work force and workers with good language and communication skills in English. Since many top high tech companies come from English speaking nations or communicate in English, it is important for the workers and governmental individuals to know and speak English well.

It is not only the Taiwanese government and companies that have seen the opportunities in shaping its citizens’ and workers’ English abilities. Parents in Taiwan also feel that good English skills can help the advancement of their children’s social status. Although many students can catch up with their classmates later in English abilities, there is
a perception that students who did not learn English as early as some of their classmates did will be behind.

Most parents, therefore, fear that their children will lose interest and motivation in learning English if they start behind their classmates. Private language schools (or cram schools), called bushiban in Mandarin, have been very popular and widespread in Taiwan. Going to various classes in these private language schools is considered necessary even after 8 hours of regular school. Some students even begin attending these private language schools after school as early as kindergarten. Many families also send their children to English-speaking countries during summer and winter breaks, or even for regular schooling. It is obvious that Taiwanese parents consider mastering English and learning in English-speaking countries a way to help their children move up the social ladder.

Since the Taiwanese government and many Taiwanese families have seen that new opportunities to compete in international markets and gain personal achievements start from good English abilities, beginning English education at the elementary level was an obvious option. However, implementing a new nation-wide curriculum involves many problems. Compared to Taipei City, many elementary schools outside of the capital are experiencing various difficulties and problems with the new policy. First, most places in Taiwan other than Taipei City had no prior experience in implementing English education in the 5th grade until 2001. These elementary schools were four years behind Taipei City in dealing with elementary English education. Second, most of these cities lack public access to English resources. For example, there are fewer English books available at public libraries in rural areas. Third, most elementary schools in remote areas are experiencing difficulties in recruiting enough qualified English teachers.
The M.O.E., therefore, provided several projects to solve these three specific problems when implementing the national English education in elementary level. In order to fully use the experiences from the elementary schools in Taipei City to bridge the experience difference between Taipei city and other places, the M.O.E. scheduled several training sessions and meetings for educational administrators and elementary teachers. These meetings and training sessions also involve by researchers from universities and were available near each local school. In addition to all the training sessions and meetings, the M.O.E. updated information about the educational reform and new policies in the teacher’s manuals. Furthermore, the M.O.E. planned to build a more complete system of in-service training in order to help teachers and educational administrators keep up with new educational policies (Report of the Progress in 2001, p. 11).

In order to deal with the shortage of qualified English teachers, the government provided several solutions. Besides hiring those who graduated from teachers’ colleges and universities, the government went through several steps to recruit enough English teachers. First, in 1999, the M.O.E. decided to open the teaching positions to the public. Those who passed the government’s evaluation could teach after completing the required courses. Second, local governments were encouraged to have workshops for teachers at school. This was to train the existing elementary teachers to become English teachers. Teachers who completed the whole section of workshops could be qualified to teach English.

Currently, the elementary English curriculum starts in the 5th grade. Some elementary schools around Taiwan, however, have even decided to go beyond the requirement and have started their English education in the 1st grade. Therefore, the M.O.E. strongly emphasizes the government’s goal is to start English education no earlier than the 3rd grade. Deciding to
start English education earlier than the official 5th grade is possible because of the school principals' or governors' personal educational ideas or the intention of competing with other schools. Starting English education earlier also is used as propaganda in elections. The Ministry of Education has only suggested that those schools, cities and counties follow the rules. Instead of making them start English education no earlier than 3rd grade, the M.O.E. told these local authorities that they “better not” start English education earlier than the 3rd grade. This suggestion did not make a clear statement to prevent schools from starting English education as early as they want. In the news on August 24, 2003, the M.O.E. provided the statistical reports on the decreasing numbers of elementary schools which implemented English education earlier than 3rd grade. According to the news, eight counties implemented English education in 1st grade in 2002 and four counties in 2003 and 2004. The M.O.E. also reported that there would be only two counties in 2003 (Elementary English Education is Unifying, 2003).

According to the M.O.E., English education in 3rd grade before 2005 (the expecting year of implementation) is acceptable if these schools have qualified teachers and enough teaching resources. In a report, over ninety percent of schools started English education earlier than 5th grade in 2003 (Ninety Percent of School Implemented English Education before 5th grade, 2003). However, schools should never go earlier than 3rd grade. After promoting the idea of starting English education no earlier than 3rd grade and suggesting cutting the schools' educational budgets, many schools decided to follow the M.O.E. rule.

Besides increasing the numbers of Taiwanese English teachers to meet the requests of elementary teachers, the Ministry of Education has planned on hiring native English teachers from English-speaking nations (U.S.A., Canada, United Kingdom, Australia) to support
Taiwanese English teachers as soon as possible. The minimum qualification for the native English speaking teachers is a college degree (Chen, 2003).

The plan is to hire 400 native English teachers at first and increase the numbers gradually. However, the plan had to be delayed in June 2003 because of the Severe Acute Respiratory Syndrome (SARS) epidemic and also disagreement from the central government of Taiwan. The Taiwanese government wants the M.O.E. to hire foreign teachers through official procedures in order to declare the power of the central Taiwanese government. In this case, the M.O.E. is expected not to hire foreign English teachers through exchange notes or exchange letters, but through governmental agreement. The central government of Taiwan expects the M.O.E. to work with the Department of Diplomacy so that the format and content of the agreement will represent the Taiwanese government's interests. Since the official procedures to hire employees through the government will take much more time to complete, the earliest time by now for these native English teachers may begin work will be the summer of 2004 (Response to the Delay of Hiring Native English Teachers, 2003).

In responding to questions about the possibly uneven numbers of foreign teachers between the cities and remote areas, the M.O.E. has promised to have at least one native English-speaking teacher for each school. This goal will only be achieved if the foreign teachers work in various schools of one or two school districts, which is similar to the way some Taiwanese English teachers currently work. There also have been concerns about native English teachers taking over English education in Taiwan. The Ministry of Education has reported that the hiring of these teachers is only for the purpose of assisting Taiwanese English teachers. Only teachers with teaching experience or teaching certification will be hired to teach independently (Chen, 2003). The M.O.E. has also promised that there will
never be a school that has only native English teachers teaching English, and that there will always be Taiwanese English teachers. Besides the “appropriateness” of hiring hundreds of English teachers from English-speaking countries while there are so many Taiwanese who are qualified to teach elementary English, the cost of hiring these foreign teachers is another concern. The Taiwanese government has reported that it will take approximately US $2300 per teacher per month to place each full-time native English speaker in elementary schools in Taiwan (Hiring 369 Foreign Teachers next Year with Salary NT83000 a Month, 2003). The pay is twice as much as the local English teachers makes. Besides the stipend, there are other benefits like airfare and insurance. Many Taiwanese question if the Taiwanese government can afford the costs involved with the employment of foreign English teachers. They also question if the government has the resources to hire foreign teachers with such high pay, why do they not just invest the money on training Taiwanese to become English teachers. There is also the question as to whether the number of English teachers that are needed will be located in English-speaking countries. Additionally, there is the issue of whether such a high number of native English speakers will actually travel and work in Taiwan.

English education in kindergarten also shows that Taiwanese are enthusiastic about learning English. Fearing that their children will fall behind their classmates at schools, many parents spend much money sending their children to private bilingual kindergartens. These bilingual kindergartens usually hire a certain number of native English teachers to ensure the English learning environment. Although the law does not approve hiring native English teachers at kindergarten levels, most bilingual kindergartens hire native English speakers to guarantee the parents a good English learning environment. These school owners know that a good English learning environment can always boost their business.
Studies about Early Foreign Languages Education

Foreign language learning has been implemented in different levels of education throughout the world. "Language that is learned in elementary class but is generally not spoken outside of the classroom is considered as FLES (Foreign Language in the Elementary School) programs" (Seuren, 1984, p. 170). For this particular type of learning environment, students face difficulties in using the foreign language without feeling as if they are in a language classroom or lab. For most of these people, it is difficult to use a foreign language naturally and fluently. That comes from the raw experience of using the language in daily life. The solution may not be pushing forward the age at which students learn a foreign language, but increasing the time that these students are exposed to the language.

Whether to start foreign language teaching as early as elementary or kindergarten age has been a debated issue for many countries. As mentioned in other sections in this chapter, there are several concerns in language planning, policy and teaching. Factors such as the transformation of the culture, the effectiveness of learning early, the cost of education and many other realistic and psychological factors are often discussed. Opponents of teaching a foreign language early have criticized that learning more than one language in early age will not only damage students’ developing social and cultural identities but also slow down the speed of children acquiring the languages.

In Taiwan, many linguists do not agree with teaching English as early as 1st grade or kindergarten because of the possibility of having the negative influences on Mandarin learning (Ninety Percent of Elementary Schools Teach English before Fifth Grade, 2003). Even though many linguists will agree that children pick up foreign languages easier and more effectively than adults, many of them still question the new English policy in Taiwan.
Despite all the cultural and political concerns, there are numerous studies and data that show the advantages of learning English at early ages. The Center for Applied Linguistics (CAL) in the U.S. collected data from nineteen countries and found out that the most common reason for starting English in the earlier grade levels was due to findings concerning the development of children’s brains (Holmes, 2002). As early as 1959, Penfield and Roberts argued that children’s better capability of learning languages could be related to the greater plasticity of their brains. With this increased plasticity of their brains, children have better abilities than adults to re-learn a language after brain injuries. Many cases show that there are even more children than adults transferring their language functions to the opposite brain hemisphere. Besides the differences between adults and children’s brains from the perspectives of neuroscience, (Seuren, 1984) Lenneberg suggests an optimal age or critical period for children learning their second language:

...natural language learning by mere exposure can take place only during the critical period for language acquisition, roughly between 2 and puberty. Before 2, language learning is impossible due to lack of maturation of the brain, while by the time of puberty lateralization of the language function to the dominant hemisphere is complete, resulting in the loss of cerebral plasticity needed for natural language learning. It is this biologically determined period that is responsible for the fact that after puberty language have to be taught and learned through a conscious and labored effort and that foreign accents cannot be overcome easily after puberty” (Seuren, 1984, pp. 104-105).

All these reasons mentioned above make people believe that earlier English education contributes to better English learning.

While talking about language learning, it is always helpful to see how the mind acquires a language. According to Cobo-Lewis and Eilers, “oral skills are “linguistic” in nature, literacy skills are “metalinguistic” (2002, p. 129). They add, “in order to read, one must address language explicitly and form substantial awareness of its patterns.” As a result,
“it may be that literacy in one language naturally tends to produce capabilities that transfer well to literacy acquisition in another. Linguistic capabilities, such as those manifest in oral language results, on the other hand, may be more language-specific and less subject to explicit language awareness” (Cobo-Lewis and Eilers, 2002, p. 129).
CHAPTER III: METHODS AND MATERIALS

The elementary English policy is fairly new in Taiwan even though private English education has been common in Taiwan for years. This chapter describes how the investigation of attitudes towards the new English policy was developed. The sections in this chapter provide an overview of the study, the use of questionnaires, development of the survey questionnaires, participants and the procedure.

Overview of the Study

The study started with a search for background information on the new Taiwanese English policy. The preparation for the framework of research direction included collecting information from official statements and available news sources about the new English policy, interviewing several elementary teachers, and looking through related literature.

The documents and announcements of the official English language policy from the government was used to learn about the government’s expectations of this new English policy. News and opinions in newspapers and on the World Wide Web helped the researcher discover Taiwanese individuals’ overall reactions. It showed that most people have not been satisfied with the government’s preparation for the elementary English education. International telephone conversations with two elementary teachers in Taiwan also helped to gain deeper comprehension on the policy’s practice. In several conversations, the researcher did not receive any major complaints about the English policy, although both teachers showed their high expectations of what the government could have done.

After gaining enough knowledge of the major concerns of people about the new
English policy in elementary education, the researcher developed two research questions:

1. Do educational administrators, Mandarin and English teachers and parents believe the change in English language policy will be positive for improving the English abilities of Taiwanese students?

2. Do the stakeholders see the advantages of the new English policy as influencing linguistic and cultural change in Taiwanese society?

The researcher decided to use a questionnaire to aid in answering these two questions. The reason for using a questionnaire is described in the following section.

Use of Questionnaire

The research was conducted by using survey questionnaires. As Romaine explains, survey questionnaires are the most frequently used method for measuring people’s attitudes toward language and language policies:

Questionnaires have been widely used in various kinds of sociolinguistic research because they have a number of advantages. One is that they are relatively easy to distribute and collect. This means that often a greater number of people can be surveyed than is practical or possible to observe or interview. Another is that, depending on the design of the questionnaire, the results can be more easily compared and analyzed across informants than open-ended discussions (1995, p. 302).

A questionnaire, therefore, was the main tool used to investigate the stakeholders’ attitudes towards the new English policy in Taiwan. However, questionnaires also have possible disadvantages. Researchers may “lose a major degree of control over the results” and surveys can “be unacceptable and unfamiliar for some participants” (Romaine, 1995, p. 302).

In this research, losing a major degree of control was the first concern when the researcher was designing the questionnaire. Since the researcher could not be present when the participants were filling out the questionnaire (the researcher was residing in the U.S.,
while the participants were all in Taiwan), there was a certain degree of concern about whether participants would duplicate the answers. If the researcher could not make sure that one individual would fill out only one copy of questionnaire, the survey results would be questionable. Therefore, the researcher found two reliable proctors for the data collection in Taiwan. In order to make sure the procedure of data collection would have fewer problems, the researcher was in frequent contact with both proctors.

The second disadvantage of using survey questionnaires that Romaine mentioned was that the survey can be “unacceptable and unfamiliar” (1995, p. 302) for some participants. This was another concern for the researcher when selecting the questionnaire in this research. Almost all participants were confused when the proctors asked them to sign the consent form. Some participants even refused to have their signatures on the consent form. In Taiwan, signing a consent form before filling out a survey is unfamiliar. They felt giving their names was unacceptable, even though the consent form was designed to protect their rights. The participants feared that their specific surveys could be identified and used against them in their professional careers. After knowing this situation, the researcher asked the proctors to explain the purpose of the consent form orally. Almost all participants signed the consent forms eventually.

Besides the two disadvantages mentioned above, the use of words in the questionnaire and time-control were two other concerns. The survey participants had various educational degrees and jobs. The phrases and words used in the survey had to be simple and easily understandable, so every participant could fill out the questionnaire without any problem. The time that was required to finish the entire questionnaire was also an important element in designing good questionnaires. A survey that would take less time to complete
could help get more people to agree to participate in the survey since it would not cost too much time. Having a brief survey also assured the degree of attention paid throughout the entire survey would be the same level.

**Development of the Survey Questionnaire**

The survey questionnaires were developed from the research questions. The two research questions that were listed in the first chapter were divided again into four research sub-questions for the convenience of designing the survey questionnaire. These four research sub-questions were expected to create a more specific direction for the survey questionnaire. Later, the results of these four sub-questions were used to answer the two main research questions.

The two research questions (1, 2) and four research sub-questions (1a, 1b, 2a, and 2b) are listed below:

1. Do educational administrators, Mandarin and English teachers and parents believe the change in English language policy will be positive for improving the English abilities of Taiwanese students?

   1a. How well is the policy planned for public education system? Are the government’s expectations realistic compared to the actual situation in the classrooms? Can the policy be implemented successfully?

   1b. How effective will the policy be in improving learners’ English abilities? Will educating students earlier help to improve their English abilities?

2. Do the stakeholders see the advantages of the new English policy as influencing linguistic and cultural change in Taiwanese society?
2a. Will Mandarin literacy decrease if children are taught English at an earlier stage? What are the issues of language maintenance and shifts in this new language policy?  
2b. Will the new policy affect the students as they develop cultural and social identities? What may be the psychological impact of the new language policy on these young students?

With the four research sub-questions, the questionnaire was first designed in English. Except for the consent form that required participants’ signature to protect their rights, the participants remained anonymous. The survey was divided into two sections. The first section was “Your Background” and the second section was the “Survey of the Elementary English Policy.”

The eight questions in the “your background” section were designed to help the researcher gain information on the participants’ background. The remaining twenty-four questions of the survey were under the second section and used to investigate the stakeholders’ attitudes towards the new English policy in elementary education (see Appendix C). All participants were told to choose only one answer for each question in this section.

After several modifications, the English version of the questionnaire was translated into Mandarin (see Appendix D). During the process of translation, the survey questions had to be reorganized in order to remain logical and consistent in both languages.
Subjects:

The participants in this survey were categorized into four groups: educational administrators, elementary Mandarin teachers, elementary English teachers and parents of 5th and 6th graders in Yun-lin County. Each group had 10 respondents for a total of 40 participants. The researcher set up basic rules for selecting the four groups of respondents in order to make the categories more specific. Educational administrators included employees in governmental offices or school offices. There was no strict limitation for choosing elementary Mandarin teachers. Since most teachers in elementary schools teach in Mandarin, any teacher in the elementary schools, except those who also teach English would be qualified to fill out the questionnaire under the Mandarin teacher group. (In Taiwan, students stay in the same classroom with the same classmates throughout the day. The elementary teachers, who go to the classroom, usually teach more than one subject. All teachers are in charge of one class.) English teachers would be those who teach exclusively in English. Parents would be the parents of 5th and 6th graders (and no other children younger) since the policy is to teach students English starting in the 5th grade.

All participants for this survey were selected from different elementary schools in Yun-lin County. The proctors went to as many schools as they could to hand out the survey. Before they gave out the survey, they made sure the individuals were qualified for the groups. Many of the individuals surveyed have either taught or been involved with the Taiwanese educational system for some time and should be able to present experienced perspectives on elementary English education in Taiwan.
Table 3.1. Numbers of Survey Participants

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<th>Numbers of Participants</th>
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<tbody>
<tr>
<td>Educational Administrators</td>
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<tr>
<td>Mandarin Teachers in Elementary Schools</td>
</tr>
<tr>
<td>English Teachers in Elementary Schools</td>
</tr>
<tr>
<td>Parents of 5th and 6th Graders</td>
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</tbody>
</table>

Among these participants, thirty-three people (83%) identified the place they worked. Twenty-eight of them (85%) worked in elementary schools as teachers or on other employments within school. Two (6%) worked in a governmental office. One (3%) worked in a private language school and two (6%) worked in private companies.

The ages of these participants range from under thirty years old to more than fifty years old (see Table 3.2).

Table 3.2. Age Range of the Participants

<table>
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<tr>
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<th>Age (between 41-50)</th>
<th>Age (over 51)</th>
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</tr>
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<td>0</td>
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<tr>
<td>Parents</td>
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</tbody>
</table>
In answering question four, regarding how much they know about the new English policy, one person (3%) said completely understand, twenty-two (55%) said understand, sixteen (39%) said do not understand, one (3%) said completely not understand (option with "completely" was much stronger in Mandarin). When the participants were filling out the survey, this question helped them to think about how much they know about the policy before they got started. This question was also designed for the researcher to learn more about the participants' knowledge of the policy (Table 3.3).

Table 3.3. Results of question 4 in the Section of Your Background in the Survey

<table>
<thead>
<tr>
<th>Q 4 How well do you know the new English policy?</th>
<th># of Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely understand</td>
<td>1</td>
</tr>
<tr>
<td>Understand</td>
<td>22</td>
</tr>
<tr>
<td>Do not Understand</td>
<td>16</td>
</tr>
<tr>
<td>Completely not Understand</td>
<td>1</td>
</tr>
</tbody>
</table>

The researcher also asked four other questions in the end of the "your background" section regarding the English language situation and the implementation of the new English policy. These provide a general view on what elementary English education is like in Yun-lin County. However, the accuracy of the answers to question five may vary depending on the people's knowledge on the new English policy.

In question five, participants had to answer which office in their school decides the students' English textbooks (see table 3.4).
Table 3.4. Results of Question 5 in the Section of Your Background in the Survey.

<table>
<thead>
<tr>
<th>Q 5. Which office in the school decides your students or your children’s textbooks?</th>
<th># of Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook Evaluation Committee</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum Development Committee</td>
<td>1</td>
</tr>
<tr>
<td>English Textbook Group</td>
<td>1</td>
</tr>
<tr>
<td>English teacher</td>
<td>9</td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Principle</td>
<td>2</td>
</tr>
<tr>
<td>Office of School Affairs</td>
<td>8</td>
</tr>
</tbody>
</table>

In answering question six “in which grade of school do your students or your children start English education,” nineteen people (48%) answered 5th grade, two people (5%) 4th grade, eight people (20%) 3rd grade, one person (2%) 2nd grade, ten people (25%) 1st grade (see Table 3.5). This shows that almost half of the schools that the participants have connections with start English in 5th grade. This means a little more than half of the schools started English before 5th grade, which is earlier than the Taiwanese government’s official policy.

This might lead to two possible conclusions. One concludes that most schools in Yun-lin County started English education in 5th grade. The other shows that most participants worked or had children in those schools that started English education from 5th grade (see Table 3.5).
Table 3.5. Results of Question 6 in the Section of Your Background in the Survey.

<table>
<thead>
<tr>
<th>Q 6. In which grade of school do your students or your children start English education?</th>
<th># of answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>19</td>
</tr>
<tr>
<td>4th grade</td>
<td>2</td>
</tr>
<tr>
<td>3rd grade</td>
<td>8</td>
</tr>
<tr>
<td>2nd grade</td>
<td>1</td>
</tr>
<tr>
<td>1st grade</td>
<td>10</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>0</td>
</tr>
</tbody>
</table>

For question seven, eight people (20%) said that their students or children started to learn English in 5th grade, four (10%) people said 4th grade, fifteen people (38%) said 3rd grade, two (5%) people said 2nd grade, nine people (22%) said 1st grade and two (5%) said kindergarten. It shows that most students related to the survey participants have studied English since 3rd grade (see Table 3.6).

Table 3.6. Results of Question 7 in the Section of Your Background in the Survey.

<table>
<thead>
<tr>
<th>Q 7. In which grade do your students or children start to learn English?</th>
<th># of answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>8</td>
</tr>
<tr>
<td>4th grade</td>
<td>4</td>
</tr>
<tr>
<td>3rd grade</td>
<td>15</td>
</tr>
<tr>
<td>2nd grade</td>
<td>2</td>
</tr>
<tr>
<td>1st grade</td>
<td>9</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>2</td>
</tr>
</tbody>
</table>

From question eight, participants’ answers gave a general view on where students started their English education. By looking at the numbers, most students started their English education at one of the many private language schools (see Table 3.7). This can be
explained by the popularity with parents of sending their children at a young age to one of the numerous private language schools in Taiwan.

Table 3.7. Results of Question 8 in the Section of Your Background in the Survey.

<table>
<thead>
<tr>
<th>When does the school start the English education?</th>
<th># of answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>8</td>
</tr>
<tr>
<td>4th grade</td>
<td>4</td>
</tr>
<tr>
<td>3rd grade</td>
<td>15</td>
</tr>
<tr>
<td>2nd grade</td>
<td>2</td>
</tr>
<tr>
<td>1st grade</td>
<td>9</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>2</td>
</tr>
</tbody>
</table>

Procedure

Since the purpose of the research is to discuss the difficulties at the beginning of implementing a nation-wide language policy, the survey and data collection were given in a region of the country where the policy has recently been implemented. By doing this, the difficulties and problems are most likely to be more representative. Yun-lin County, a rural county located in Southwestern Taiwan, was chosen as the place to survey.

For several reasons, the researcher chose Yun-lin County, located in the west central part of the Island. First, it has only recently implemented the new English policy (2001). Second, it is a rural region of Taiwan where there is a possible imbalance of teaching resources. Third, the county is well known by the researcher, as it is her home in Taiwan. Yun-lin County has a population of 746,240 people (Attributes, 2003) and the M.O.E. in their 1999 educational statistics reported 154 elementary schools in the County (Summary of Elementary School by Location of Schools, 1999).
As the researcher did not live in Taiwan during the time of data collection, the data was collected with the help of two teachers known to the researcher. Each teacher (identified as a proctor for the purpose of this survey) was in charge of 20 surveys. Both proctors gave out the surveys to various teachers, administrators and parents in the area randomly.

Before filling out the survey, all participants were asked to read and sign a consent form. However, quite a few people had questions about the use of the consent form. Two of the informants were not willing to sign the consent form because they did not feel comfortable giving out their signatures. In Taiwan, most formal documents come with stamps and signatures. The problem encountered during the collection of the questionnaire demonstrates that most Taiwanese people consider their signatures as important as personal stamps for their bank accounts. The surveys from both individuals were still used as the reason for their not signing the consent form was personal and not due to disagreements with the survey.

After signing the consent form, each participant was asked to fill out the survey questionnaire. The survey took approximately fifteen minutes to complete. Participants chose their answers by checking one of the possible choices. On the bottom of the survey questionnaire, there was space for comments on the new English policy. Most people completed the entire questionnaire in fifteen minutes with two people taking extra time to give some personal comments on the new English policy. These comments were useful to the researcher when it was time to discuss the conclusions and results from the surveys.
CHAPTER IV: RESULTS AND DISCUSSION

The purpose of collecting the opinions of the administrators, parents and teachers is to reflect what people's thoughts on the new English policy are. From their opinions and attitudes, the researcher planned to discover what has been done so far and to see what could be done in the future to help the new policy.

This chapter has three sections. The first section describes the method used in analyzing the data. The second section represents the results of data analysis and the third section is the discussion of the data results.

Method of Data Analysis

The researcher decided to use a five-point Likert scale on the questionnaire to analyze results. The five options were completely agree, agree, don't know, disagree and completely disagree. Each option was given a numerical value to aid in the analysis of the data. For twenty-one of the twenty-four questions the number values spread like this: completely agree was given a value of five, agree was given a value of four, don't know was valued at three, and disagree was given a value of two and completely disagree a value of one (see Figure 4.1). For three of the twenty-one questions (5, 11, and 14) the Likert scale had to be reversed with completely agree at five and completely disagree at one (Figure 4.2). By having the numerical value for the option, each question could be expressed by a value. By multiplying the number of people by the value of their answer and adding all of the numbers together the researcher could discover the degree of agreement to the question. Most questions were answered by all forty participants. However, there were only thirty-eight responses to
question number one, thirty-nine for question number four and thirty-eight for question number nine. These three questions were divided by the number of responses for that question to generate the average number. Two-hundred points would be the highest total point available for any one question (40 people times 5 (the value of the highest possible answer) equals 200).

Figure 4.1. Five-Point Likert Scale for Evaluating 21 Questions in the Survey

Questions 5, 11 and 14 were phrased in a way that would reflect a higher degree of agreement with a lower question value. So, the polarity of these three questions needed to be marked in the opposite way (table 4.2).

Figure 4.2. Five-Point Likert Scale for Evaluating Questions 5, 11 and 14 in the Survey

The questionnaire was designed directly to answer the four sub-research questions (see the section of Development of the Survey Questionnaire in Chapter III for details). Survey questions 1, 5, 9, 14, 16, 18, and 23 were designed from research sub-question 1.
Survey questions 2, 6, 10, 13, 17, and 20 were designed to answer research sub-question 2. Survey questions 3, 7, 11, 15, 22, and 24 were for research sub-questions 3. Survey questions 4, 8, 12, 19, and 21 were created for research sub-question 4.

**Results**

The attitudes towards the new policy can be evaluated in two different ways: mean responses for all categories of groups on questionnaires (Table 4.1) and mean responses for individual questions on the questionnaire (Appendix E).

The results could be generated into mean responses for the four research sub-questions (Table 4.1). Comparing the highest and lowest means in each group of participants, the results can be generally categorized into two types-varied and the same. The group responses to the research sub-question 1a (2.27-2.73) and 2b (2.90-3.30) were varied, with .50 and .60 pointes differences between the highest and the lowest means. The group responses to the research sub-question 1b (3.28-3.48) and 2a (2.75-3.05), on the other hand, were generally the same with the .20 and .30 points differences between the highest and the lowest means.

The average means of the four groups were also provided at the bottom of Table 4.1 to give more concentrated look at the responses from the participants. Looking at the average means of the individual groups on the sub-question 1a, Mandarin teachers, with a mean of 2.27, was the group that believed the least in the government’s preparation on implementing the policy. The opinions of the parent group, with a mean of 2.73, was leaning towards the disagree side of the scale. However, the group was the one with the highest mean score
among the other groups. The Mandarin teachers had the lowest agreement (2.27) on the government’s preparation on the new English policy.

There was no dramatic difference among the four groups in answering sub-question 1b. All the groups believed in the potential improvement of the students’ English abilities with early English education. In responding to sub-question 2a, English teachers were the group with the lowest average mean of 2.75. It meant they were the group that mostly disagreed with the idea that there would be a negative influence on Mandarin literacy from the new English policy. In other words, the English teachers did not believe that the new policy would have a bad impact on the development of Taiwanese students’ cultural and social identities. The mean score of the English teachers group was also the lowest at 2.90 in question 1b "How effective will the policy be in improving learners’ English abilities? Will educating students earlier help to improve their English abilities?". This may reflect somehow a warning for the policy implementation since English teachers were the actual group who had to teach under the policy.

Besides comparing the mean scores from the individual groups, it would be also helpful to look at the average means for the four groups. These results were given in the row of "total" in Table 4.1. The interpretation would be put in order from low to high. This would help to understand the overall perspectives by their degree of disagreement.

The lowest number showed that it was the question that most people disagreed with. The result with the highest number was the question that most people agreed with. The lowest mean in this method was from responses to research sub-question 1a. With a mean of 2.47, overall participants showed that they were not satisfied with what the government had done so far on planning the elementary English education.
The second lowest mean was 2.92, which answered research sub-question 2a. The mean of 2.92 was leaning more towards the disagree side of the question, but is still close enough to the middle to show a sense of unknown affect on students’ Mandarin ability at this time. It could also imply that some people may also not have strong opinions concerning how learning English might negatively influence students’ Mandarin literacy.

The average mean of 3.14 in answering sub-question 2b was also leaning towards the middle, which showed a sense of uncertainty. However, the result was closer to the agreement side of the scale. This would seem to indicate that most people had thought about the possible impact on these students’ cultural and social identities but did not have a strong belief or understanding as to the possible influences.

Research sub-question 1b with an average mean 3.40 is the one with the highest mean score. This high score shows that all groups appeared to recognize the potential effectiveness of learning English at an earlier age.
Table 4.1. Mean Responses for Four Research Sub-questions on Questionnaires

<table>
<thead>
<tr>
<th>Sub-questions</th>
<th>1a. How well is the policy planned for public education? Are the government's expectations realistic compared to the actual situation in the classroom?</th>
<th>1b. How effective will the policy be in improving learners' English abilities? Will educating students earlier help to improve their English abilities?</th>
<th>2a. Will Mandarin literacy decrease if children are taught English at an earlier stage? What are the issues of language maintenance and shifts in this new policy?</th>
<th>2b. Will the new policy affect the students as they develop cultural and social identities? What may be the psychological impact of the new language policy on these young students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categories</td>
<td>Educational Administrators 2.53 3.48 2.90 3.10</td>
<td>Mandarin Teachers 2.27 3.48 2.97 3.22</td>
<td>English Teachers 2.39 3.28 2.75 2.90</td>
<td>Parents 2.73 3.35 3.05 3.30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 2.47 3.40 2.92 3.14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The important responses to individual survey questions would be mentioned in categories one (1, 5, 9, 14, 16, 18 and 23), two (2, 6, 10, 13, 17 and 20), three (3, 7, 11, 15, 22 and 24) and four (4, 8, 12, 19 and 21). The category 1, 2, 3, and 4 were designed to answer sub-question 1, 2, 3 and 4. Looking at the distributions of answers in the individual questions will show how people look at issues of language polices that the researcher was trying to answer.

Questions 1, 5, 9, 14, 16, 18, and 23 in category one (Table 4.2) were designed to answer the research sub-question 1a, about "how well is the policy planned for public education? Are the government's expectations realistic compared to the actual situation in the classroom?" There were a few interesting distributions in this category.
The answers of the English teachers stuck out in question one, five, and fourteen. The group was given the lowest mean (1.80) on question one that showed the group strongly disagreed that the government was providing enough resources for English teaching to start in the 5th grade were as low as 1.80. Since English teachers were the groups that had to deal with teaching resources, the mean of 1.80 could be a warning as to the government’s preparation for the elementary English course.

The English teachers group was also the group that had extremely different answers to question two with the mean of 3.40. "English teaching will result in a loss of teaching resources in other subjects" with the mean of 3.40 in question. However, the other groups, especially the Mandarin teachers group, believed that other subjects would lose teaching resources. English teachers again were the group with the highest mean of 3.60 whom disagreed "students will have too much schoolwork with the new English course" (question 14).

When trying to answer the question about students in Yun-lin County having the same learning resources as the students in Taipei, all the groups disagreed that the students in the Yun-lin County would have the same resources (question nine). However, parents seemed to be more optimistic about the problems of learning resources with mean of 2.50 while all the other groups had means below 2.00.

All the groups did not believe that the Yun-lin government would have enough money to hire English teachers (question 16). Almost all groups disagreed with question 18 saying "the Taiwanese government has the complete training system to provide qualified English teachers." However, the opinions from group of parents leaned more towards
neutral. The means of answering question 23 "*the government has allowed for enough public debate on the new policy*" were also low.

**Table 4.2. Category 1- Results of Survey Questions for Research Sub-question 1a**

<table>
<thead>
<tr>
<th>Survey Questions of Research Sub-question 1a:</th>
<th>Educational Administrators</th>
<th>Mandarin Teachers</th>
<th>English Teachers</th>
<th>Parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well is the policy planned for public education? Are the government’s expectations realistic compared to the actual situation in the classroom?</td>
<td>2.78</td>
<td>2.44</td>
<td>1.80</td>
<td>2.70</td>
<td>2.42</td>
</tr>
<tr>
<td>1. The government provides enough resources for English teaching to start in the 5th grade.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*5. English teaching will result in a loss of teaching resources of other subjects (for example: Mandarin, Math) under the new language policy.</td>
<td>2.60</td>
<td>2.40</td>
<td>3.40</td>
<td>2.80</td>
<td>2.80</td>
</tr>
<tr>
<td>9. Students in Yun-lin will have the same learning resources in their English classes as those in Taipei.</td>
<td>1.70</td>
<td>1.44</td>
<td>1.33</td>
<td>2.50</td>
<td>1.76</td>
</tr>
<tr>
<td>*14. Students will have too much schoolwork with the new English course.</td>
<td>3.00</td>
<td>2.80</td>
<td>3.60</td>
<td>2.80</td>
<td>3.05</td>
</tr>
<tr>
<td>16. Yun-lin government will have enough money to hire English teachers.</td>
<td>2.20</td>
<td>2.10</td>
<td>2.20</td>
<td>2.60</td>
<td>2.28</td>
</tr>
<tr>
<td>18. The Taiwanese government has the complete training system to provide qualified English teachers.</td>
<td>2.60</td>
<td>2.60</td>
<td>2.00</td>
<td>3.00</td>
<td>2.50</td>
</tr>
<tr>
<td>23. The government has allowed for enough public debate on the new policy.</td>
<td>2.80</td>
<td>2.10</td>
<td>2.40</td>
<td>2.70</td>
<td>2.50</td>
</tr>
</tbody>
</table>

* The polarity of these questions was reserved while analyzing with Likert Scale with other questions.

The second category of questions (2, 6, 10, 13, 17 and 20) answered research sub-question 1b (see Table 4.3). In this category, survey questions 2, 6, 10 and 20 could be analyzed together since they all generally had very high means. Question 13 and 17 had some deviations worthy of separate discussions.

The means of question 2 "*learning English earlier helps students to learn English better*" were all above 3.50. It reflected the fact that all groups commonly recognized the necessity of early English education. Almost all groups agreed on question six "*the percentage of the Taiwanese population speaking English fluently will increase every year*"
because of this new language policy” with the means ranging from 3.30 to 3.90. For question 10 “English education should start even earlier than the 5th grade,” Mandarin teachers had the lowest mean of 3.10 and the English teachers group had the highest mean of 3.90. It would be interesting to see why did the Mandarin teachers had less faith on moving the elementary English education earlier than 5th grade. Question 20 could reflect people’s faith in the new English policy by asking them “the new English policy is likely to succeed in its goals to improve the students’ English abilities.” All groups believed in this idea with the means ranging from 3.10 to 3.60.

On the other hand, the opinions of Mandarin teachers and English teachers were on opposite sides of each other while answering question 13 “using native English teachers will make learning English more interesting to students.” Taiwanese English teachers disagreed with the statement with the mean of 2.90, while Mandarin teachers agreed with the mean of 3.60. Similar in question 17 “hiring more native English teachers is a good idea for students’ English proficiency” Taiwanese English teachers disagreed with the idea of hiring native English teachers with the mean of 2.7, where as the Mandarin teachers agreed with the highest mean, for the groups, at 3.70.
Table 4.3. Category 2- Results of Survey Questions for Research

Sub-question 1b

<table>
<thead>
<tr>
<th>Survey Questions of Research Sub-question 1b:</th>
<th>Educational Administrator</th>
<th>Mandarin Teachers</th>
<th>English Teachers</th>
<th>Parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effective will the policy be in improving learners’ English abilities? Will educating students earlier help to improve their English abilities?</td>
<td>3.90 3.80 3.80 3.60</td>
<td>3.50 3.30 3.40</td>
<td>3.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Learning English earlier helps students to learn English better.</td>
<td>3.90</td>
<td>3.80</td>
<td>3.80</td>
<td>3.60</td>
<td>3.78</td>
</tr>
<tr>
<td>6. The percentage of the Taiwanese population speaking English fluently will increase every year because of this new language policy.</td>
<td>3.80</td>
<td>3.10</td>
<td>3.90</td>
<td>3.40</td>
<td>3.55</td>
</tr>
<tr>
<td>10. English education should start even earlier than the 5th grade. (ex: 1st or 3rd grade)</td>
<td>2.80</td>
<td>3.60</td>
<td>2.90</td>
<td>3.20</td>
<td>3.12</td>
</tr>
<tr>
<td>13. Using native English teachers will make learning English more interesting to students.</td>
<td>2.90</td>
<td>3.70</td>
<td>2.70</td>
<td>3.10</td>
<td>3.10</td>
</tr>
<tr>
<td>17. Hiring more native English teachers is a good idea for students’ English proficiency.</td>
<td>3.60</td>
<td>3.20</td>
<td>3.10</td>
<td>3.20</td>
<td>3.28</td>
</tr>
</tbody>
</table>

Category three (questions 3, 7, 11, 15, 22 and 24) answered research sub-question 2a (see Table 4.4). The first four questions in this category all had means that tended to fall near the mid-point of the scale. On the other hand, questions twenty-two and twenty-four had means that were of stronger stances to the questions.

In question 3 “students will consider learning English more important than learning Mandarin” the group of parents showed that their children would consider that learning English was more important with highest mean of 3.10. In question 7 “students will be encouraged to learn English more than other foreign languages” the English teacher group did not believe that “students will be encouraged to learn English more than other foreign languages” with the lowest mean of 2.40. In question 11 (the polarity had to be changed), the Mandarin teachers group was the group that strongly disagreed that “improving students’ English ability will help them learn Mandarin” with the highest mean of 3.5. Parents, on the other hand, saw the positive influence on Mandarin learning with the new English course.
Question 15 asked “having good English proficiency will be more highly valued than having good Mandarin proficiency in school.” All stakeholder groups, even the group of Mandarin teachers, agreed with this statement.

The outcome of question 22, which asked if “English will become the second national language of Taiwan someday,” was the most surprising one to the researcher. It was removed from the list of survey questions during the editing since the researcher thought that those participants would consider this question “silly.” Only before the researcher sent out the questionnaires to the proctors, she put the question back thinking it would be an interesting experiment. The results turned out to be totally opposite from the researchers’ hypothesis. The means of this question ranged from 3.30 to 3.90, which represented people’s agreement on the statement. This outcome, however, raised the question of whether the participants misunderstood the survey question. Some participants may have confused the question ‘English will become the second national language of Taiwan someday’ with ‘English should become the second national language of Taiwan someday.’ If this hypothesis is approved, it shows that these participants may want to have English as the second national language of Taiwan someday, even if it may not happen.

Responses to question twenty-four generally showed that people did not believe that learning English would discourage students from speaking Mandarin.
Table 4.4. Category 3- Results of Survey Questions for Research Sub-question 2a

<table>
<thead>
<tr>
<th>Survey Questions of Research Sub-question 2a:</th>
<th>Educational Administrator</th>
<th>Mandarin Teachers</th>
<th>English Teachers</th>
<th>Parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Will Mandarin literacy decrease if children are taught English at an earlier stage? What are the issues of language maintenance and shifts in this new policy?</td>
<td>2.90</td>
<td>2.40</td>
<td>2.40</td>
<td>3.10</td>
<td>2.70</td>
</tr>
<tr>
<td>3. Students will consider learning English more important than learning Mandarin.</td>
<td>2.60</td>
<td>3.10</td>
<td>2.40</td>
<td>2.90</td>
<td>2.75</td>
</tr>
<tr>
<td>7. Students will be encouraged to learn English more than other foreign languages.</td>
<td>3.00</td>
<td>3.50</td>
<td>3.00</td>
<td>2.50</td>
<td>3.00</td>
</tr>
<tr>
<td>*11. Improving students’ English ability will help them learn Mandarin.</td>
<td>3.10</td>
<td>3.30</td>
<td>3.40</td>
<td>3.40</td>
<td>3.30</td>
</tr>
<tr>
<td>15. Having good English proficiency will be more highly valued than having good Mandarin proficiency in school.</td>
<td>3.90</td>
<td>3.30</td>
<td>3.60</td>
<td>3.90</td>
<td>3.68</td>
</tr>
<tr>
<td>22. English will become the second national language of Taiwan someday.</td>
<td>1.90</td>
<td>2.20</td>
<td>1.70</td>
<td>2.50</td>
<td>2.08</td>
</tr>
</tbody>
</table>

* The polarity of these questions was reserved while analyzing with Likert Scale with other questions.

Category four (survey questions 4, 8, 12, 19, and 21) answered the research sub-question 2b (see Table 4.5). This category similar to the previous ones seemed to split in to sub-groups. The first three questions (4, 8, and 12) all tended to be in the disagree range, where as the responses to the last two questions (19 and 21) were in the upper agree range.

In responding to survey question 4 “students will become more Western in their identities by starting to learn English earlier,” the mean of the groups of English teachers (2.30) and the mean of the educational administrators group (2.50) were close. Parents (2.90) and Mandarin teachers (3.0) responded to this with similar means. When comparing means of Mandarin teachers and English teachers, there were more Mandarin teachers but English teachers agreed with the possible transformation on students’ identities.

For question 8 “having more Western teachers in the classroom will improve the ways that students look at their culture and identity,” all groups except parents with a high
mean of 3.30, thought that having more Western teachers would not help students’ views on their culture and identity. All groups disagreed that “learning English in school should strengthen students’ feeling of being Taiwanese” with means ranging from 2.20 to 2.60 (question 12).

On the other hand, all groups agreed on question 19 “students will accept Western culture better and easier because they are learning English earlier.” The last question in this group (question 21) was also the question that received the highest degrees of agreements. People believed that “students who acquired better English abilities will be more successful in securing places in good high schools/colleges” with the means ranging from 4.00 to 4.20.

### Table 4.5. Category 4- Results of Survey Questions for Research

<table>
<thead>
<tr>
<th>Survey Questions of Research Sub-question 2b:</th>
<th>Educational Administrators</th>
<th>Mandarin Teachers</th>
<th>English Teachers</th>
<th>Parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the new policy affect the students as they develop cultural and social identities? What may be the psychological impact of the new language policy on these young students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students will become more “Western” in their identities by starting to learn English earlier.</td>
<td>2.50</td>
<td>3.00</td>
<td>2.30</td>
<td>2.90</td>
<td>2.71</td>
</tr>
<tr>
<td>8. Having more Western teachers in the classroom will improve the ways that students look at their culture and identity.</td>
<td>2.70</td>
<td>2.80</td>
<td>2.40</td>
<td>3.30</td>
<td>2.80</td>
</tr>
<tr>
<td>12. Learning English in schools should strengthen students’ feeling of being Taiwanese.</td>
<td>2.40</td>
<td>2.20</td>
<td>2.40</td>
<td>2.60</td>
<td>2.40</td>
</tr>
<tr>
<td>19. Students will accept Western culture better and easier because they are learning English earlier.</td>
<td>3.70</td>
<td>3.90</td>
<td>3.40</td>
<td>3.70</td>
<td>3.68</td>
</tr>
<tr>
<td>21. Students who acquire better English abilities will be more successful in securing places in good High Schools/Colleges.</td>
<td>4.20</td>
<td>4.20</td>
<td>4.00</td>
<td>4.00</td>
<td>4.10</td>
</tr>
</tbody>
</table>

### Discussion

In the beginning of the research, the researcher knew from news, literature and personal conversations that people were not satisfied with the preparation of the new elementary English education policy. Therefore, it was not surprising that the means of
responses for the research sub-question 1a are generally lower than the other three. This showed that many people were expecting better planning on the new English education.

However, the researcher saw a good deal of effort from the government throughout the time of researching. The researcher found much well-explained information online from the government’s websites when gathering information about the policy. The M.O.E. not only updates their announcements frequently, but also responds to media criticism online. The M.O.E. also puts reports on the progress of the English policy online for people to download.

The results of the research sub-question 1b have the highest average means. It showed that all groups believed the change would increase English proficiency. This outcome was expected, but it was still interesting to see how this result was much higher than answers to the other sub-questions. Of all the groups, the English teachers had the lowest agreement on the effectiveness of the new English policy. This was because of their stronger disagreement on using native English teachers in elementary English education (survey question 13 and 17). The result suggests that Taiwanese English teachers doubted the effectiveness of hiring native English-speaking teachers for elementary English education. This result may also say that the Taiwanese English teachers felt threatened by the native English teachers for them taking away some job opportunities.

Many results came out differently from the researcher’s expectations. Above all were the answers on how early English education could influence Mandarin literacy (research sub-question 2a). The result was not as dramatically low as expected from all the tough criticism of the policy in media. This outcome is probably because the concept of foreign language learning influencing students’ mother tongue literacy is only broadly addressed by
researchers in language and social studies. People such as educational administrators, language teachers and parents might not consider learning English at elementary age could be social, cultural or even political issues. Most of these people may look at practical issues such as the necessity of implementing elementary English education.

Surprises were also found in the research sub-question 2b. The media has drawn much attention to how the early foreign language education can transform Taiwanese culture. As the effectiveness of early foreign language is highly recognized by many linguists and language teachers, the researcher also read much literature about concerns of implementing foreign language education at early ages. The researcher was especially drawn to literature about the influences on children’s cultural and national identities. However, the means of the survey questions showed that most people did not see the possible connections between language learning and issues of identities. The English teachers group diverged from the other three groups in their opinions on the effect of the policy on the student’s cultural identity. Since they are the group that has been influenced the most by English culture and language, they are probably too familiar with the culture to see any potential changes on their students’ cultural identities. In other words, they do not see the potential changes as change but instead a normal progression in their identity. If this is true, then learning English as a second or foreign language influences how people look at their cultures and the cultures of the foreign language. If the majority of learn English at an earlier age, they may not see like the English teachers that cultural change is possible or likely. This issue is something that needs to be looked at greater since there is currently a global movement towards English learning.
Looking at the results, it is remarkable to see that people tend to respond as hypothesized on those practical questions, for example, “how well is the policy planned”, and “how effective will the policy be in improving learners’ English abilities.” On the other hand, the responses to questions like issues of identities and culture were very different from the researcher’s hypothesis. Most surprisingly, the response of question 22 was totally different from the researcher’s hypothesis. Most participants agreed that “English will become the second national language of Taiwan someday.” This statement was not only greatly agreed on by the stakeholders of this survey, but also recognized by the five Taiwanese friends of the researcher’s at Iowa State University. These friends told the researcher that with early English education, the Westernizing of Taiwanese culture, and political issues with Mainland China, Taiwan may possibly have English as a second official language. However, adding English as the second official language can result in major changes in not only for governmental system, but the social environment. These changes are difficult to determine as good or bad changes before they actually happen. Those who agree or believe that English will or should become the second official language may not have seen the possible outcome of having an additional official language. Whether most Taiwanese agree with the idea of English as the second official language requires further study with bigger groups of participants on this particular issue.

All the results can be applied back to answer the two main research question in this study.

1. Do educational administrators, Mandarin and English teachers and parents believe the change in English language policy will be positive for improving the English abilities of Taiwanese students?
2. Do the stakeholders see the advantages of the new English policy as influencing linguistic and cultural change in Taiwanese society?

The answer for research question one is positive. Most people think the elementary English education will improve students' English abilities even if they are not satisfied with what has been done. Many parents and teachers have worked and planned hard for their students' and children's future and English is considered as an essential ability to survive in the competitive world. Therefore, most people are enthusiastic about what the elementary English education may bring.

For research question two, most people do not foresee possible changes in Taiwanese society with the new English policy. The real effects on learning English in the elementary level will need to be documented in the following decades. However, it is likely that Taiwanese society will be dramatically transformed linguistically and culturally if the influence of English language and American culture continues growing in the country.

To conclude, no matter how controversial the language issues may be, elementary English education in Taiwan has taken off without a chance of turning back. As many Taiwanese and the government consider elementary English education as a way to better potential and chances in personal and governmental future, language planners and English educators in Taiwan can only to react to the change.
CHAPTER V: CONCLUSION

The ESL/EFL business has bloomed in the last two or three decades while the United States of America has led the world’s economy. This fact has made English the most popular foreign language in many non-native English-speaking countries. Many researchers and teachers have devoted their efforts on improving the English teaching materials and their teaching skills in these regions. The increasing needs for non-native English speakers to learn better English, however, have focused more attention on how English can affect the cultures and the languages of the non-native English speaking countries. English has changed the language use of many non-native English-speaking people. The most obvious example is the increasing English vocabulary in native pop music in many Asian countries. Many young people also frequently use some English words in their conversations.

The research conducted in this study began with the researcher’s interest on both language and culture. The official elementary English education in Taiwan, which educates students English starting in 5th grade, became the focus of the research.

This study investigated four groups of stakeholders: educational administrators, Mandarin teachers, English teachers, and parents of 5th and 6th graders in order to see how these people may think about the new English policy. It reveals that people welcome a foreign language education that will be helpful for their lives, but most of them do not think about how language education may influence society.

In this chapter, the possible applications for the studies, the limitations of this study and the recommendations on further studies are addressed.
Applications

This study can be used as a reference for those who want to know about theories and realities in language policy. It provides definitions of language policy and planning, issues of language policy and planning, and arguments of cultural issues that are mainly in the chapter of literature review. The investigation on the attitudes of forty Taiwanese documents the new elementary English education in Taiwan since 1997. The description of the possible factors and issues of language planning and policy provide different perspectives to look at foreign language education in societies. Therefore, it offers foreign language teachers another way to look at foreign language education.

This study is also useful for those who want to learn more about the educational system and language issues in Taiwan. The paper provides a description of Taiwan’s educational administration system, school system, the past language planning issues, and the current language planning issues. It also investigates the current English policy in Taiwan. The information is directly useful for language planners in Taiwan. Additionally, the results of the study can be applied to any countries that have issues of language planning since many issues will be similar. This is mainly because that the foreign language education usually somehow contract the existing mother tongue education even the degrees of the influence may vary.

Limitations

There are two major limitations in this study. The first is the number of participants (forty people). Although this study is a qualitative study, it will still be useful to see if more participants will lead to different results.
The second limitation is that not all survey questions seem to tap the key issues equally well. For example, survey question twenty-one "students who acquire better English abilities will be more successful in securing places in good high school/colleges" does not fit very well with research sub-question 2b, which asks about social identities and psychological impacts although it answers the question of the "social changes." However, this question changed all results of the sub-question 2b more towards "agree" since its results are tremendously high.

**Recommendations**

The method used to investigate the stakeholder groups was a questionnaire. A simple but useful idea to keep in mind when designing the questionnaire is that questionnaires are created to answer the research questions. Irrelevant survey questions should be kept away from the questionnaire except if the researcher can justify it.

It is also helpful to have a hypothesis on the answers that the participants may give. With more precise hypotheses, the researchers can group survey questions better. This ensures that the results will be more precise.

Cultural issues such as how westernize the non-Western students will be after learning a western language are nearly philosophical and religious topics. The answers for this type of questions, therefore, may not be easy to be found. Therefore, developing the research questions from an existing issue or event will be very helpful for starting a doable research.

This research into the elementary English policy in Taiwan that is done in this paper can be considered as a study of the cultural, social, and political issues in foreign language
teaching. The researcher believes that culture includes all human activities, and the influences of learning English can be enormous. Therefore, any potential further study with an in-depth discussion on the issues of learning foreign languages will be profound.

A second recommendation for further study would be another survey that includes more participants. The results from bigger groups of participants and the results from this study can be compared to see if bigger number of participants will make the research results different. The comparison may conclude if qualitative studies or quantitative studies will be more useful in indicating people’s attitudes towards language policy.

The third recommendation for further study is to document a certain number of students for years to see if they actually learn English better after the elementary English policy is implemented. This type of study will take years to complete and the method used to evaluate the learning effects will need to be carefully planned out.

An evaluation of the teaching materials for the elementary students in Taiwan is potentially useful for further language planners. The relation between the selection of teaching materials and the effectiveness of learning is therefore the fourth recommendation of the further study.

The fifth possible further study will be to focus on seeing if age differences of the stakeholders will change the findings. The age of the participants are documented but not focused on. However, it may be an important variable.
APPENDIX A: SCHOOL PATTERNS

<table>
<thead>
<tr>
<th>Category</th>
<th>Established Body</th>
<th>Qualification of Admission</th>
<th>Period of Study</th>
<th>Conditions of Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Education</td>
<td>Kindergarten National, Municipal, City/County, Private</td>
<td>Age 4-6</td>
<td>1 or 2 years</td>
<td></td>
</tr>
<tr>
<td>Compulsory Education</td>
<td>Primary Schools National, Municipal, City/County, Private</td>
<td>Age 6-15</td>
<td>6 years</td>
<td>Satisfactorily completed 6 years of schooling</td>
</tr>
<tr>
<td></td>
<td>Junior High Schools</td>
<td></td>
<td>3 years</td>
<td>Satisfactorily completed 3 years of schooling</td>
</tr>
<tr>
<td>Senior Secondary</td>
<td>Senior High Schools</td>
<td>Graduated From Junior high school; taking two basic achievement exams in junior high school; going through multi- admissions: a. by applying, b. by meeting requirements and passing the entrance exam for special subjects of individual school, c. By registering and being assigned.</td>
<td>3 years</td>
<td>Satisfactorily completed 3 years of schooling</td>
</tr>
<tr>
<td>Education</td>
<td>Vocational Senior High Schools National, Municipal, Private</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Junior colleges 5-year National, Municipal, Private</td>
<td>Graduated from senior vocational school, taking the unified entrance exam; going through multi-admissions</td>
<td>5 years</td>
<td>Satisfactorily completed at least 220 credits</td>
</tr>
<tr>
<td></td>
<td>2-year National, Municipal, Private</td>
<td></td>
<td>2 years</td>
<td>Having earned at least 80 credits</td>
</tr>
<tr>
<td></td>
<td>Institutes of Technology (University of Technology) 4-year National, Private</td>
<td></td>
<td>4 years</td>
<td>Having earned at least 128 credits</td>
</tr>
<tr>
<td>Higher Education</td>
<td>Institute of Technology (university of Technology) 2-year National, Private</td>
<td>Graduated from Junior College, taking the unified entrance exam, going through multi-admissions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University or College</td>
<td>National, Municipal, Private</td>
<td>Graduated from senior secondary school or equivalent, taking unified entrance exam, going through multi-admissions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School</td>
<td>National, Municipal, Private</td>
<td>Holders of bachelor's degree of 2-year or 5-year junior college graduate with 3-year working experience, and one passing master's degree program entrance examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph. D. Program</td>
<td>National, Municipal, Private</td>
<td>Holder of master's degree. Student of master's degree with excellent performance, medical science graduate with 2-year working experience. Holder of bachelor's degree with 6-year working experience of excellent performance, and one passing Ph. D. entrance exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: From *Levels of Education* on M.O.E. Website: 
http://140.111.1.22/english/index.htm
APPENDIX B: THE LIST OF ONE THOUSAND VOCABULARIES

A—49
a (an), a few, a little, a lot, able, about, above, afraid, after, afternoon, again, age, ago, agree, air, airplane (plane), airport, all, almost, along, already, also, always, a.m., America, American, and, angry, animal, another, answer, any, anyone (anybody), everything, apartment, appear, apple, April, arm, around, arrive, art, as, ask, at, August, aunt, autumn (fall), away

B—79
baby, back, bad, bag, bakery, ball, banana, band, bank, baseball, basket, basketball, bath, bathroom, be (am, are, is, was, were, been), beach, bear, beautiful, because, become, bed, bedroom, bee, beef, before, begin, behind, believe, bell, belong, below, belt, beside, between, bicycle (bike), big, bird, birthday, bite, black, blackboard, blind, block, blow, blue, boat, body, book, bookstore, bored, boring, born, borrow, boss, both, bottle, bottom, bowl, box, boy, bread, break, breakfast, bridge, bright, bring, brother, brown, brush, build, burn, bus, business, businessman, busy, but, butter, buy, by

C—79
cake, call, camera, camp, can (could), candy, cap, car, card, care, careful, carry, case, cat, catch, celebrate, cell phone, cent, center, chair, chalk, chance, change, cheap, cheat, check, cheer, cheese, chicken, child, China, Chinese, chocolate, chopsticks, Christmas, church, circle, city, class, classroom, classroom, clean, clear, climb, clock, close, clothes, cloudy, club, coat, coffee, Coke, cold, collect, color, come, comfortable, comic, common, computer, convenient, cook, cookie, cool, copy, correct, cost, couch, count, country, cousin, cover, cow, crazy, cross, cry, cup, cut, cute

D—39
dance, dangerous, dark, date, daughter, day, dead, dear, December, decide, delicious, department store, desk, dictionary, die, different, difficult, dig, dining room, dinner, dirty, dish, do (does, did, done), doctor (Dr.), dog, doll, dollar, door, down, dozen, draw, dream, dress, drink, drive, driver, drop, dry, during

E—41
each, ear, early, earth, east, easy, eat, egg, eight, eighteen, eighth, eighty, either, elementary school, elephant, eleven, else, e-mail, end, English, enjoy, enough, enter, eraser, eye, even, evening, ever, every, everyone (everybody), everything, example, excellent, except, excited, exciting, excuse, exercise, expensive, experience, eye

F—59
face, fact, factory, fall, family, famous, fan, farm, farmer, fast, fat, father (dad, daddy), favorite, February, feel, festival, few, fifteen, fifth, fifty, fill, finally, find, fine, finger, finish, fire, first, fish, fisherman, five, fix, floor, flower, fly, follow, food, foot, for, foreign, foreigner, forget, fork, forty, four, fourteen, fourth, free, fresh, Friday, friend, friendly, from, front, fruit, full, fun, funny, future

G—26
game, garbage, garden, gas, get, gift, girl, give, glad, glass, glove, go, goat, good, good-bye (goodbye, bye), grade, grandfather (grandpa), grandmother (grandma), grass, gray, great, green, ground, group, grow, guess

H—54
habit, hair, half, ham, hamburger, hand, handsome, happen, happy, hard, hard-working, hat, hate, have (has, had), he (him, his, himself), head, headache, health, healthy, hear, heart, heat, heavy, hello, help, helpful, here, hi, hide, high, hill, history, hit, hobby, hold, holiday, home, homework, honest, hope, horse, hospital, hot, hot dog, hotel, hour, house, how, however, hundred, hungry, hurry, hurt, husband

I—15
I (me, my, mine, myself), ice, ice cream, idea, if, important, in, inside, interest, interested, interesting, Internet, into, island, it (its, itself)

J—13
jacket, January, jeans, job, jog, join, joy, juice, July, jump, June, junior high school, just
vacation, vegetable, very, video, visit, voice
W—54
wait, waiter, waitress, wake, walk, wall, want, warm, wash, watch, water, way, we (us, our, ours, ourselves), weak, wear, weather, Wednesday, week, weekend, welcome, well, west, wet, what, when, where, whether, which, white, who, whose, why, wife, will (would), win, wind, window, windy, winter, wise, wish, with, without, woman, wonderful, word, work, workbook, worker, world, worry, write, writer, wrong
Y—7
year, yellow, yes (yeah), yesterday, yet, you (your, yours, yourself, yourselves), young,
Z—1
zoo

Note: Sources is from the website of Ministry of Education at
http://www.eje.ntnu.edu.tw/data/kying/20031222341/1000%20words.htm
APPENDIX C: SURVEY QUESTIONNAIRE (ENGLISH VERSION)

Your Background
(Please Answer All Questions.)

1. Your position (Check all apply)
   □ Educational Administrators
   □ English Teacher
   □ Mandarin Teacher
   □ Parent

2. Your Age is □ under 30 □ between 31-40 □ between 41-50 □ over 51

3. Where do you work? (Please Check One)
   □ School □ Company □ Factory □ Other (Explain if you check “other”: government.)

4. How well do you know the new English policy? (Please Check One)
   □ Completely Understand □ Understand □ Do not Understand □ Completely not Understand

5. Which office in the school decides your students or your children’s English textbooks
   ____________

6. In which grade of school do your students or your children start English education?
   ______ grade

7. In which grade do your students or your children start to learn English? ______ grade

8. Where do they start their English education?
   □ Private Language School □ Regular school □ Other (Explain if you check “other:
   ____________.
Survey of the Elementary English Policy

Direction: Check **ONE** answer for each question (Please Check right in the cell):

<table>
<thead>
<tr>
<th>Agree</th>
<th>Agree</th>
<th>Don't Know</th>
<th>Disagree</th>
<th>Completely Agree</th>
<th>Agree</th>
<th>Don't Know</th>
<th>Disagree</th>
<th>Completely Agree</th>
</tr>
</thead>
</table>

- **Example:**

1. The government provides enough resources for English teaching to start in the 5th grade.

2. Learning English earlier helps students to learn English better.

3. Students will consider learning English more important than learning Mandarin.

4. Students will become more “Western” in their identities by starting to learn English earlier.

5. English teaching will result in a loss of teaching resources of other subjects (for example: Mandarin, Math) under the new language policy.

6. The percentage of the Taiwanese population speaking English fluently will increase every year because of this new language policy.

7. Students will be encouraged to learn English more than other foreign languages.

8. Having more Western teachers in the classroom will improve the ways that students look at their culture and identity.

9. Students in Yun-lin will have the same learning resources in their English classes as those in Taipei.

10. English education should start even earlier than the 5th grade. (ex: 1st or 3rd grade)

11. Improving students' English ability will help them learn Mandarin.

12. Learning English in schools should strengthen students' feeling of being Taiwanese.
<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>Using native English teachers will make learning English more interesting to students.</td>
</tr>
<tr>
<td>14.</td>
<td>Students will have too much schoolwork with the new English course.</td>
</tr>
<tr>
<td>15.</td>
<td>Having good English proficiency will be more highly valued than having good Mandarin proficiency in school.</td>
</tr>
<tr>
<td>16.</td>
<td>Yun-lin government will have enough money to hire English teachers.</td>
</tr>
<tr>
<td>17.</td>
<td>Hiring more native English teachers is a good idea for students' English proficiency.</td>
</tr>
<tr>
<td>18.</td>
<td>The Taiwanese government has the complete training system to provide qualified English teachers.</td>
</tr>
<tr>
<td>19.</td>
<td>Students will accept Western culture better and easier because they are learning English earlier.</td>
</tr>
<tr>
<td>20.</td>
<td>The new English policy is likely to succeed in its goals to improve the students' English abilities.</td>
</tr>
<tr>
<td>21.</td>
<td>Students who acquire better English abilities will be more successful in securing places in good High Schools/Colleges.</td>
</tr>
<tr>
<td>22.</td>
<td>English will become the second national language of Taiwan someday.</td>
</tr>
<tr>
<td>23.</td>
<td>The government has allowed for enough public debate on the new policy.</td>
</tr>
<tr>
<td>24.</td>
<td>Students will be discouraged from speaking Mandarin because of the new English course.</td>
</tr>
</tbody>
</table>

Your Comments on the Elementary English Policy:
APPENDIX D: SURVEY QUESTIONNAIRE
(MADNARIN VERSION)

受訪者基本資料

(請填寫全部的問題)

1. 請問您的身份是 (可複選)
   □教育行政人員
   □英文教師
   □中文教師
   □學生家長-10人

2. 您的年齡在 □30 41-50 □ 51 以上

3. 您在哪裡任職?
   □________國小 (請填國小名稱)
   □公司
   □工廠
   □農業?
   □其它 (選“其它”者, 請說明: _______)

4. 請問您對新的國小英文政策的瞭解程度為何? (請勾選)
   □非常瞭解 □瞭解 □不瞭解 □非常不瞭解

5. 學校哪個單位決定您的學生或是小孩的英文教科書______________

6. 您學生或是小孩的學校是從幾年級開始實施英語課程? _________年級

7. 您學生或是小孩第一次接觸英文是在幾年級? ______年級 (若有一個以上的案例, 請填平均值)

8. 他們第一次接觸英文教育大多是在私人補習班或是學校? (請勾選)
   □私人補習班 □學校 □其它 (選“其它”者, 請說明: ______)
國小英語政策意見調查表

一. 整份調查表都是「單選」，每題請勾選一個意見:
（勾選時請勾在格子內）範例：

<table>
<thead>
<tr>
<th>非常同意</th>
<th>同意</th>
<th>不知道</th>
<th>不同意</th>
<th>非常不同意</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th></th>
<th>非常同意</th>
<th>同意</th>
<th>不知道</th>
<th>不同意</th>
<th>非常不同意</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 台灣中央政府提供了足夠的總體資源給地方政府來實施五年級英語教學</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 提早學英文能提升學生的英文能力</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 學生會覺得學好英文比學好中文重要</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. 提早學英文將洋化學生的角色定位</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. 新的英語政策會造成其它科目教學資源的流失</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. 新的英語政策將提升台灣人才能說流利英語的百分比</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. 新的英語課程將降低學生學習其它外國語言的興趣（如：法語，日語）</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. 聘請更多的外籍英文老師會促使學生正確看待自己跟角色</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. 雲林縣和台北市的學生會有相同的英語學習資源</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. 學校的英語教育應該在國小五年級之前實施（如一年級或是三年級）</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11. 加強學生的英文能力對學生的中文能力有正面幫助</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. 學英文會加強學生對台灣的認同感</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13.</td>
<td>聘請更多的外籍英語教師將提升學生的學習興趣</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>新增加的英文課程會讓學生有史無前例的總功課量</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>學好英文的成就感將會變得比學好國文的成就感高</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>雲林縣政府有足夠的經費聘請足夠的英語教師</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>聘請更多的外籍英語教師將有助於提升學生的英文能力</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>政府有完善的制度培養及訓練合格的國小英語教師</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>未來，學生將因為提早學英文而變得比較容易接受西方文化</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>新的英語政策將達成提升英語能力的目的</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>良好的英語能力能幫助學生進入好的高中和大學</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>英語將成爲台灣的第二官方語言</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>政府提供了足夠的民意討論空間</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>新的英語課程會讓學生不想講中文</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

二. 如果您對國小英語政策有其它的看法，歡迎寫下您寶貴的意見:
### APPENDIX E:
MEAN RESPONSES FOR INDIVIDUAL QUESTIONS ON QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Educational Administrators</th>
<th>Mandarin Teachers</th>
<th>English Teachers</th>
<th>Parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The government provides enough resources for English teaching to start in the 5th grade.</td>
<td>2.78</td>
<td>2.44</td>
<td>1.80</td>
<td>2.70</td>
<td>2.42</td>
</tr>
<tr>
<td>2. Learning English earlier helps students to learn English better.</td>
<td>3.90</td>
<td>3.80</td>
<td>3.80</td>
<td>3.60</td>
<td>3.78</td>
</tr>
<tr>
<td>3. Students will consider learning English more important than learning Mandarin.</td>
<td>2.90</td>
<td>2.40</td>
<td>2.40</td>
<td>3.10</td>
<td>2.70</td>
</tr>
<tr>
<td>4. Students will become more “Western” in their identities by starting to learn English earlier.</td>
<td>2.50</td>
<td>3.00</td>
<td>2.30</td>
<td>2.90</td>
<td>2.71</td>
</tr>
<tr>
<td>*5. English teaching will result in a loss of teaching resources of other subjects (for example: Mandarin, Math) under the new language policy.</td>
<td>2.60</td>
<td>2.40</td>
<td>3.40</td>
<td>2.80</td>
<td>2.80</td>
</tr>
<tr>
<td>6. The percentage of the Taiwanese population speaking English fluently will increase every year because of this new language policy.</td>
<td>3.90</td>
<td>3.50</td>
<td>3.30</td>
<td>3.60</td>
<td>3.58</td>
</tr>
<tr>
<td>7. Students will be encouraged to learn English more than other foreign languages.</td>
<td>2.60</td>
<td>3.10</td>
<td>2.40</td>
<td>2.90</td>
<td>2.75</td>
</tr>
<tr>
<td>8. Having more Western teachers in the classroom will improve the ways that students look at their culture and identity.</td>
<td>2.70</td>
<td>2.80</td>
<td>2.40</td>
<td>3.30</td>
<td>2.80</td>
</tr>
<tr>
<td>9. Students in Yun-lin will have the same learning resources in their English classes as those in Taipei.</td>
<td>1.70</td>
<td>1.44</td>
<td>1.33</td>
<td>2.50</td>
<td>1.76</td>
</tr>
<tr>
<td>10. English education should start even earlier than the 5th grade. (ex: 1st or 3rd grade)</td>
<td>3.80</td>
<td>3.10</td>
<td>3.90</td>
<td>3.40</td>
<td>3.55</td>
</tr>
<tr>
<td>*11. Improving students’ English ability will help them learn Mandarin.</td>
<td>3.00</td>
<td>3.50</td>
<td>3.00</td>
<td>2.50</td>
<td>3.00</td>
</tr>
<tr>
<td>12. Learning English in schools should strengthen students’ feeling of being Taiwanese.</td>
<td>2.40</td>
<td>2.20</td>
<td>2.40</td>
<td>2.60</td>
<td>2.40</td>
</tr>
<tr>
<td>13. Using native English teachers will make learning English more interesting to students.</td>
<td>2.80</td>
<td>3.60</td>
<td>2.90</td>
<td>3.20</td>
<td>3.12</td>
</tr>
<tr>
<td>*14. Students will have too much schoolwork with the new English course.</td>
<td>3.00</td>
<td>2.80</td>
<td>3.60</td>
<td>2.80</td>
<td>3.05</td>
</tr>
<tr>
<td>15. Having good English proficiency will be more highly valued than having good Mandarin proficiency in school.</td>
<td>3.10</td>
<td>3.30</td>
<td>3.40</td>
<td>3.40</td>
<td>3.30</td>
</tr>
<tr>
<td>16. Yun-lin government will have enough money to hire English teachers.</td>
<td>2.20</td>
<td>2.10</td>
<td>2.20</td>
<td>2.60</td>
<td>2.28</td>
</tr>
<tr>
<td>17. Hiring more native English teachers is a good idea for students’ English proficiency.</td>
<td>2.90</td>
<td>3.70</td>
<td>2.70</td>
<td>3.10</td>
<td>3.10</td>
</tr>
<tr>
<td>18. The Taiwanese government has the complete training system to provide qualified English teachers.</td>
<td>2.60</td>
<td>2.60</td>
<td>2.00</td>
<td>3.00</td>
<td>2.50</td>
</tr>
<tr>
<td>19. Students will accept Western culture better and easier because they are learning English earlier.</td>
<td>3.70</td>
<td>3.90</td>
<td>3.40</td>
<td>3.70</td>
<td>3.68</td>
</tr>
<tr>
<td>20. The new English policy is likely to succeed in its goals to improve the students’ English abilities.</td>
<td>3.60</td>
<td>3.20</td>
<td>3.10</td>
<td>3.20</td>
<td>3.28</td>
</tr>
<tr>
<td>21. Students who acquire better English abilities will be more successful in securing places in good High Schools/Colleges.</td>
<td>4.20</td>
<td>4.20</td>
<td>4.00</td>
<td>4.00</td>
<td>4.10</td>
</tr>
<tr>
<td>22. English will become the second national language of Taiwan someday.</td>
<td>3.90</td>
<td>3.30</td>
<td>3.60</td>
<td>3.90</td>
<td>3.68</td>
</tr>
<tr>
<td>23. The government has allowed for enough public debate on the new policy.</td>
<td>2.80</td>
<td>2.10</td>
<td>2.40</td>
<td>2.70</td>
<td>2.50</td>
</tr>
<tr>
<td>24. Students will be discouraged from speaking Mandarin because of the new English course.</td>
<td>1.90</td>
<td>2.20</td>
<td>1.70</td>
<td>2.50</td>
<td>2.08</td>
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* The polarity of these questions was reserved while analyzing with Likert Scale with other questions.
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