

The Empirical Study of Whole Language Teaching in English Class of Junior High

*Yu-Ju Chang

Kwan-Rung Junior High School

Sieh-Hwa Lin

Department of Education Psychology & Counseling
National Taiwan Normal University

Abstract

The study was conducted to (a) develop a model of whole language teaching that is suitable for junior high English classes; (b) compare the differences between whole language and traditional teaching in terms of English learning motivation, English learning strategies, and classroom climate; (c) look into the difficulties in the teaching process and suggest ways to solve the problems; and (d) demonstrate and evaluate students' learning process through portfolio assessment. 69 1st-grade students (2 classes) selected from Kuan-Rung Junior High School in Taichung county, served as the subjects of the study, with one class as the experimental group and the other as the control group. The subjects were required to respond to "English Learning Motivation Inventory", "English Learning Strategy Inventory", and "Classroom Climate Inventory" questionnaires. The findings were as follows: (a) There was difference in terms of English learning motivation between the two groups; (b) There was difference in terms of English learning strategies between the two groups; and (c) there was difference in terms of classroom climate between the two groups as well. Additionally, this study offered some suggestions for the implementation of whole language teaching and showed parts of the samples of portfolio assessment.

Key words: English teaching of junior high portfolio assessment whole language teaching