



A COMPARATIVE STUDY OF TEACHERS' AND STUDENTS' BELIEFS  
TOWARDS TEACHER-CENTERED AND LEARNER-CENTERED APPROACHES  
IN GRADE 12 ENGLISH AS A FOREIGN LANGUAGE CLASS AT ONE  
GOVERNMENTAL SENIOR SECONDARY SCHOOL IN SHAAN'XI PROVINCE, CHINA

Xiangqin Bai

A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
MASTER OF EDUCATION  
in Curriculum and Instruction  
Graduate School of Human Sciences  
ASSUMPTION UNIVERSITY OF THAILAND

2016

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**Field of Study:** CURRICULUM AND INSTRUCTION

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**Accepted by the Graduate School of Human Sciences, Assumption University in  
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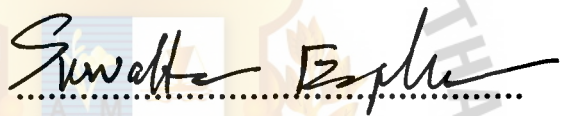
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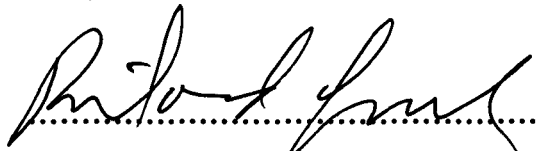
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## ABSTRACT

**I.D. No.:** 5819510

**Key Words:** BELIEFS, TEACHER-CENTERED APPROACH, LEARNER-CENTERED APPROACH, ENGLISH AS A FOREIGN LANGUAGE, SECONDARY SCHOOL.

**Name:** XIANGQIN BAI

**Thesis Title:** A COMPARATIVE STUDY OF TEACHERS' AND STUDENTS' BELIEFS TOWARDS TEACHER-CENTERED AND LEARNER-CENTERED APPROACHES IN GRADE 12 ENGLISH AS A FOREIGN LANGUAGE CLASS AT ONE GOVERNMENTAL SENIOR SECONDARY SCHOOL IN SHAAN'XI PROVINCE, CHINA

**Thesis Advisor:** DR. ORLANDO RAFAEL GONZÁLEZ GONZÁLEZ

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The aim of this study was to determine what were Grade 12 EFL teachers', and the Grade 12 intermediate- and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach in order to identify whether there was a significant difference between them, this study was conducted at one governmental senior secondary school in Shaan'xi Province, China. The study focused on 23 Grade 12 EFL teachers, 48 Grade 12 EFL intermediate-level students and 87 Grade 12 EFL advanced-level students of the second semester of academic year 2016-2017 from one governmental senior secondary school in Shaan'xi Province in China. The researcher used descriptive and inferential statistics to analyze the data. Among other things, the research findings presented here showed that teachers hold positive beliefs towards both teacher-centered approach and learner-centered approach as well as that; both intermediate-level students and advanced-level students hold

neutral beliefs towards teacher-centered approach and learner-centered approach, and positive beliefs towards teacher-centered approach and learner-centered approach. The results of the study also showed that there was a significant difference between Grade 12 teachers’ beliefs and Grade 12 intermediate- and advanced-level students’ beliefs towards teacher-centered approach and learner-centered approach in EFL class at the target school in Shaan’xi Province, China, whereas there was no significant difference between Grade 12 EFL intermediate-level and advanced-level students’ beliefs towards both teacher-centered approach and learner-centered approach in EFL. Based on these findings, the researchers gave some suggestions to students, teachers and future researchers.



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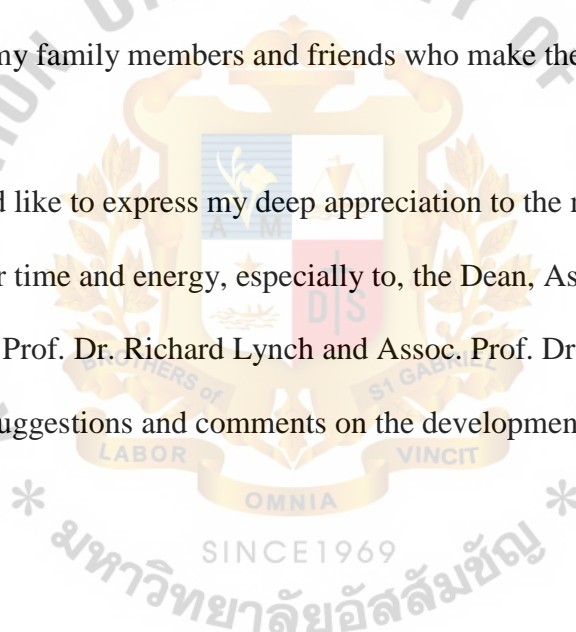
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**LIST OF ABBREVIATIONS**

CLT	Communicative Language Teaching
EFL	English as a Foreign Language
NHSCR	New High School Curriculum Reform Program
TBLT	Task-Based Language Teaching



## CHAPTER I

### INTRODUCTION

This chapter would present the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope of the study, definitions of terms and significance of the study.

#### Background of the Study

China, with the high speed of economic development, has a wide need to communicate with the world. English, as one kind of intermediate language, has been more and more important in recent decades. So there are many people learning English in China. According to previous studies, there are 440-650 million English learners and users in China, which makes China the biggest market of the population of English learners and users in the world (Bolton, 2003; He & Zhang, 2010; Jiang, 2002).

Since 1977 the National Entrance Examination for higher education was restored in China, and English as a Foreign Language (EFL) took its place in the school curriculum as a required course. Also, with the increasing number of learners, EFL in China has become the dominant and popular foreign language in the curriculum of educational institutions and foreign language learning (Chang, 2006). The Ministry of Education, China (2001b) had also prescribed that the students should take English classes once per week from Grade 3 in primary school, and the students in the secondary school level should take English classes every school day from 2001. Moreover, in the National Entrance Examination for higher

education, EFL has the same importance as other core courses, such as Chinese and Mathematics.

So, with so many people learning EFL and the popularity of EFL increasing in China, it has been more and more important of EFL for these non-native English speaking learners, but policymakers, school administrators and parents had complained about the low quality and low efficiency of English education (Hu, 2005, 2007; Li, 2007). They complained that many students could not make up a fluent conversations with others in English even though they had learned English more than ten years. That is because the contextual curriculum realities were rooted deeply in the transmission-based Confucian heritage culture which put more emphasis on knowledge-based, textbook-based, and teacher- centered models in learning and teaching (Carless, 1999).

In order to meet these learners' needs, the Ministry of Education in China, which has done so many reforms in EFL in the past decades, made a shift from teacher-centered approach to learner-centered approach in curriculum and pedagogy, from knowledge transmission to knowledge construction (Liu, 2011).

For the senior high school EFL reform, Ministry of Education, China (2001a) put forward a new policy, which was called "New High School Curriculum Reform Program" (NHSCR) in 2001. This new reform aimed to make a revolution on the education in senior high school, and it also aimed to break the traditional teaching approach in order to develop learners' communicative competence, foster learner autonomy, and encourage interactive classroom participation (Ministry of Education, China, 2001a). New High School Curriculum Reform Program was implemented from 2004 in four major provinces (Shandong Province, Guangdong Province, Hainan Province and Ningxia Autonomous Region), and it was widely implemented into the whole China in 2010.



But there are many countries had made their efforts on reform, the results have shown that educational reforms may not achieve the intended results if teachers' and students' beliefs are not in accordance with the underpinning innovation (Nunan, 2003). Richardson (1996) identified beliefs as "psychologically held understandings, premises, or propositions about the world that are felt to be true" (p. 103). The biggest issue is that the teachers' and students' beliefs are difficult to change (Pajares, 1992; Tsui, 2003)

In China, according to a study which was did by Zhang and Liu (2014), it was about junior high school teachers' beliefs towards the new reform and found that teachers' beliefs towards teacher-centered belief and learner-centered belief coexisted, but teachers' beliefs were more inclined towards learner-centered approach. Therefore it's important to understand teachers' and students' beliefs, which would shape teaching and learning in practice, the reform may get the intended results.

In this study, the researcher will construct a study to examine the Grade 12 EFL teachers and Grade 12 EFL intermediate- and advanced-level students beliefs towards the teacher-centered approach and learner- entered approach at one governmental senior secondary school in Shaan'xi Province, China.

### **Statement of the Problem**

As it was mentioned above, the wide implementation of the policy, which is NHSCR, published by the China Ministry of Education in 2001 and started to implement in 2004 among some major provinces (Shandong Province, Guangdong Province, Hainan Province and Ningxia Autonomous Region) in China. Shaan'xi Province started this reform in senior secondary school from August 2007. The target senior secondary school in Shaan'xi Province in China started the reform from August 2010 and changed the textbook they used and the evaluations of assessment. From August 2013, the target senior secondary school

changed the teaching methods totally. The students were divided into several groups in classroom instead of the traditional ways, and the teachers were asked to prepare the lessons with the same subject teachers in groups too. All the same grades students should be required to do the same assignment whether inside or outside classroom. At the same time, all teachers should use the same lesson plans, which has been discussed before with the involvement of every teacher who taught the same subject.

Based on the researcher's internship experience and observation in 2013, because of the influence of traditional concepts and pre-experience of learning and teaching on teachers and students, the students and the teachers at senior secondary school all experienced so many big challenges in the aspects of learning and teaching in EFL class.

As well as Nunan (2003) found that educational reforms may not get the sound results with the mismatch between teachers' and students' beliefs towards teaching approaches or teachers' and students' beliefs are not in accordance with the underpinning innovation. Additionally, there was a gap, which was that there were few studies on students' beliefs towards teaching approaches after curriculum reform. Now it is very important to understand what beliefs teachers and students hold towards the current reform.

Therefore, the researcher decided to carry out a study to find what were the Grade 12 teachers' beliefs towards the teacher-centered and learner-centered approaches in EFL class; what were the Grade 12 intermediate-level students' and advanced-level students' beliefs towards the teacher-centered and learner-centered approaches in EFL class; and whether there was a significant difference between the Grade 12 teachers' and Grade 12 intermediate- and advanced-level students' beliefs towards the teacher-centered and learner-centered approaches in EFL class by using the questionnaire which was developed by the Zhang and Liu (2014).

## Research Questions

The following research questions were developed for this study.

1. What are Grade 12 teachers' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China?
2. What are Grade 12 students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China?
  - 2.1 What are Grade 12 intermediate-level students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China?
  - 2.2 What are Grade 12 advanced-level students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China?
3. What are Grade 12 teachers' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China?
4. What are Grade 12 students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China?
  - 4.1 What are Grade 12 intermediate-level students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China?

- 4.2 What are Grade 12 advanced-level students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China?
5. Is there a significant difference between Grade 12 teachers' and Grade 12 intermediate- and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China?

### **Research Objectives**

The following research objectives were developed for this study.

1. To determine Grade 12 teachers' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.
2. To determine Grade 12 students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.
  - 2.1 To determine Grade 12 intermediate-level students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.
  - 2.2 To determine Grade 12 advanced-level students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.
3. To determine Grade 12 students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

4. To determine Grade 12 students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.
  - 4.1 To determine Grade 12 intermediate-level students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.
  - 4.2 To determine Grade 12 advanced-level students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.
5. To compare whether there is a significant difference between Grade 12 teachers' and Grade 12 intermediate- and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

### **Research Hypothesis**

The following research hypothesis was developed for this study.

There is a significant difference between Grade 12 teachers' beliefs and Grade 12 intermediate- and advanced-level students' beliefs towards teacher-centered and learner-centered approaches in EFL class at one governmental senior secondary school in Shaan'xi Province, China at the level of .05.

### **Theoretical Framework**

There were three main theories, which guided and supported this research were behaviorist learning theory, constructivist learning theory, communicative language teaching (CLT) theory.



## Behaviorist Learning Theory

Li (2004) stated that Skinner thought that learning took place under contingencies of reinforcement which were composed of three variables: an occasion for the behavior to occur, the behavior itself, and the consequences of the behavior. Schunk (2012) talked that Skinner's verbal behavior which was controlled by its consequences. When consequences were rewarding, the behavior will increase deeply and frequently. When consequences were punishing, or when the reinforcement disappeared, the behavior was weakened and eventually extinguished. Skinner (1968) stated that teaching was the arrangement of contingencies of reinforcement which expedite learning (p. 15). So in Skinner's idea, teaching is a series of appropriate arrangement of reinforcement contingencies.

Many researchers agreed with that second language teaching was influenced strongly in middle of the century by Skinner's view of learning theory as well as second language teaching. For second language teaching, it used the controlled practice of the verbal operant under carefully designed schedules of reinforcement (Brown, 2014). According to Schunk (1996), under the behavioral principle, it is popular that acquiring the concepts and information, skills via structured drill-and-practice, programmed instruction or programmed learning.

In this study, the questionnaire which would be used in this research was designed by utilization of traditional perspective. Traditional perspective referred to behaviorist approaches to teaching and learning, which put the focus on the subjective knowledge, teacher-centered instruction, discipline rote learning and memorization (Zhang & Liu, 2014). That was why the researcher chose the Skinner's behavioral learning theory to guide this study.

## Constructivist Learning Theory

The researcher used Vygotsky's theory of social constructivism to guide this research. There were two reasons. One is the result from that foreign language instruction has adopted many applications of Vygotsky's zone of proximal development in second language learning contexts (ZPD) (e.g. Lantolf, 2000, 2011; Marchenkova, 2005; Nassaji & Cumming, 2000;). Another reason is that the questionnaire would be used in this study was developed based on the constructivist learning theory. According to the developer of the questionnaire, for the constructivist perspective, a lot of students-centered, task-based methods, which put emphasize on the students' own interest, needs and self-expression, was involved in the teaching (Zhang & Liu, 2014).

Vygotsky's theory of social constructivism put more focus on children's interaction with others in the process of cognitive development and children also reorganize or rebuilt their mental structure by combining the experience and their own understanding, knowledge or experience (Schunk, 2012).

His concept of "the zone of proximal development" implied the connection between learning and social development. Schunk (2012) stated that, according to Vygotsky's belief, there was the distance between the actual developmental level and the potential developmental level and one could get the potential developmental level from the actual developmental level by the assistance of the adults or interaction with the peers. Many constructivists tend to support ZPD which not only because ZPD match the students' cognitive development, but also because it could accelerate students' cognitive development. In order to acquire the acceleration of students' cognition development, it is very important for teachers to master the difficulty of the tasks, which might not be beyond the students' cognition, and it is also effective for students to collaborate together, thus the students could learn quickly.

## **Communicative Language Teaching (CLT)**

There were two reasons of using communicative language teaching (CLT) to guild this study. The first one was that the questionnaire developer developed the questionnaire according to the values and principles which recommended by the reform. The reform put more focus on fostering of students' language communicative competence. The second reason was that the questionnaire would be used in this study also developed by drawing upon many questionnaires from many famous people who advocate communicative language teaching. Therefore, the researcher would use the theory from Canale and Swain (1980).

Savignon, (1976) regarded “communicative competence” as the central concept of communicative language teaching theory and this term was introduced into the discussion of language use and second or foreign language learning in the early 1970s. Canale and Swain proposed their own theory of communicative competence and thought the communicative competence consisted of three parts: grammatical competence, sociolinguistic competence and strategic competence. With the support of the theory of communicative competence, there was the description of a set of core principles for communicative approach to second language teaching (Richards, 2006).

Firstly, teachers should provide the students with the integration and facilitation of grammatical competence, sociolinguistic competence, communication strategies and strategic competence. Secondly, teaching should connect the learner communication needs with genuine and realistic situation. Thirdly, teachers need consider that students should have the opportunity to take part in the meaningful contact with highly competent speakers when teachers prepare class activities or programs. Fourthly, learners should get the optimal usage of communicative competence, which they already get from the native language, into the second language learning at the early stages of second language learning. Lastly, in order to meet learners' communicative needs in second language learning, the aim of a

communicative-oriented second language program should provide learners with the chance to interact with the information, practice and experience.

Conceptual Framework

The researcher gave the questionnaire to both Grade 12 EFL teachers and Grade 12 intermediate- and advanced-level students at one governmental senior secondary school in Shaan’xi Province, China. The researcher believed that there was a significant difference between Grade 12 teachers’ beliefs and Grade 12 intermediate- and advanced-level students’ beliefs towards teacher-centered approach and learner-centered approach at one governmental senior secondary school in Shaan’xi Province, China.

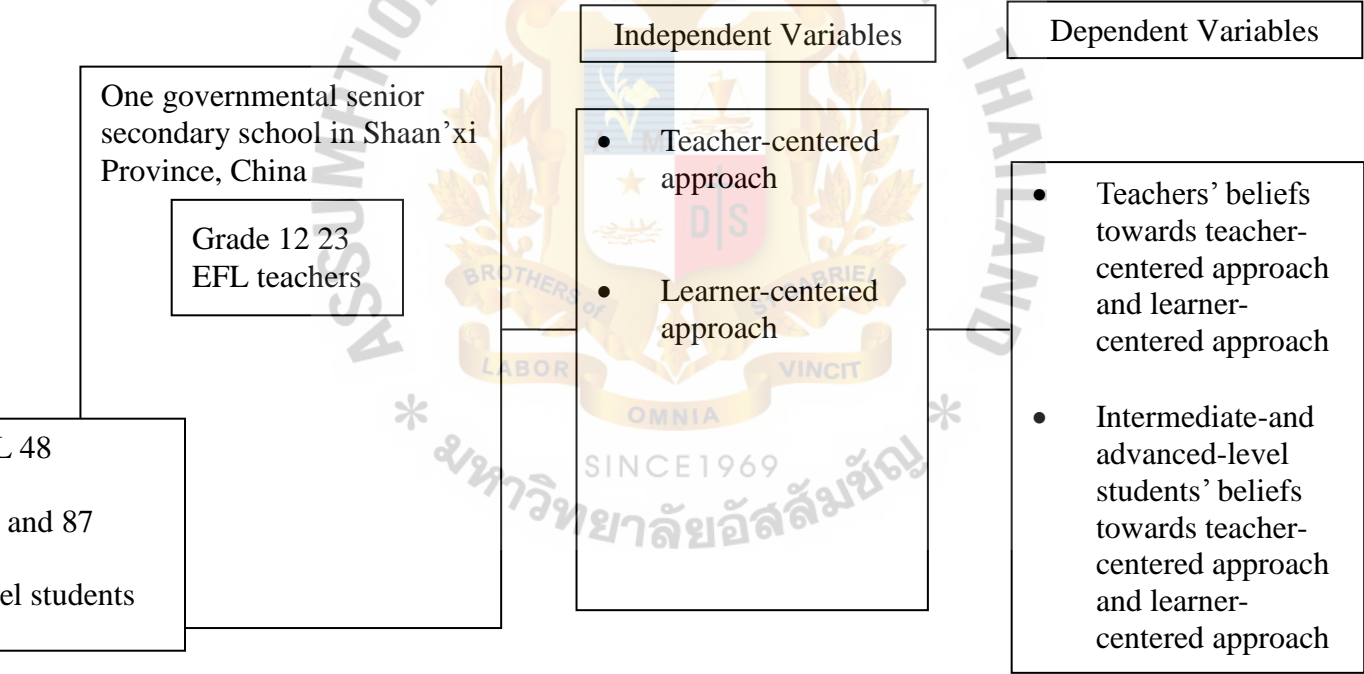


Figure 1. Conceptual framework of the research.

Scope of the Study

The range of theory in this study was limited to the following theories as follows, skinner's behaviorist learning theory, Vygotsky's constructivist learning theory and Communicative learning theory.

The population was limited to Grade 12 teachers' and Grade 12 intermediate-level students and advanced-level students' beliefs on teacher-centered and learner-centered approaches at one governmental senior secondary school in Shaan'xi Province, China.

The study used the questionnaire, which was developed by Zhang and Liu (2014) in order to examine teachers' and students' beliefs on teacher-centered and learner-centered approaches. This questionnaire was to examine one governmental senior secondary school English teachers' beliefs in order to identify whether teachers' beliefs were consistent with the new values, goals and teaching principles. There were 35 items that measured teachers' beliefs about curriculum, pedagogy, assessment, resources and the roles of teachers and students. In this research, the items, which were related to the pedagogy were used.

One of the limitations of this research was the number of the teachers and students. the researcher only took the intermediate-level and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach into account. The normal-level students' beliefs towards teacher-centered approach and learner-centered approach also need to be considered in future researches. For future researchers, the researchers should take these factors into consideration.

### Definitions of Terms

In order to understand this study better, the following terms were operationally defined:

**Beliefs:** Pajares (1992) viewed beliefs as an individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding



of what human beings say, intend, and do (p. 316). In this study, teachers' and students' beliefs pointed at teachers' and students' judgment on the teacher-centered approach or learner-centered approach.

**EFL:** In this study, EFL refers to Chinese learning English as a Foreign Language in China.

**Governmental senior secondary school:** The target school of this study, located in the northwest part of Shaan'xi Province, China.

**Learner-centered approach:** Also know as constructivist teaching approach. In this study refers to the new approach which is adopting by EFL teachers in class after NHSCR. Items 4,5,6,10,11,12,20,25,30 are in the questionnaire.

**Teacher-centered approach:** Also know as traditional teaching approach. In this study refers to the traditional approach in class. The teachers were responsible for all the teaching process. The students were regarded as the passive knowledge receivers. Items 8, 9, 13, 15, 21, 24, 28, 29, 32, 33, 35 are in the questionnaire.

### Significance of the Study

This study had many advantages to the Grade 12 students in learning EFL in the future in the context of reformation which is New High School Curriculum Reform Program. Because Grade 12 students might get the idea upon beliefs of the learner-centered approach, it could be helpful for the students to achieve a clear understanding of the new approach thus they could adjust their strategies in learning English.

This study might be benefit to the teachers who teach English as a foreign language or possibly some other teachers who were in the reforming curriculum in China to examine their teaching pedagogy within the learner-centered context, to correct the problems and improve their teaching work. This study could provide useful suggestions that teachers can consider to

plan effectively for the future, thus they could meet the teaching goals and make the teaching more effective in achieving the best possible results from the reform in teaching EFL in China Grade 12 classroom, as well as an effective method of helping students to be more and more powerful in English language acquisition.

This study could be valuable for the administrators and institutions, which aimed to promote the curriculum development. It also could provide them with information on how to make teachers adjust their strategies in teaching. And at the same time, the school could get a successful shift from the teacher-centered approach to student-centered approach in EFL classes.

This study could be also helpful for the future researchers to conduct future research in other organizations or departments to concern the teachers' and students' beliefs on teaching approaches based on the curriculum reformation.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In the previous chapter, the researcher talked about the intent and importance of the study. This chapter would review the important theories and literature that related to this research. There were seven sections in this chapter. The first section would focus on learning theories. The second section would focus on the communicative language teaching theory. The third section would focus on the pedagogical approaches to teaching. The fourth section would focus on the beliefs in education. The fifth section would focus on EFL reformation in China. The sixth section would focus on the previous research about beliefs towards EFL reformation. The seventh section would focus on the background of the governmental senior secondary school in Shaan'xi province, China.

#### **Learning Theories**

Learning theories are responsible for describing how people absorb, process, and retain knowledge during learning. From many perspectives, such as cognitive, emotional, environment, and prior experience and so on, all of these aspects play a role in understanding, acquiring or changing the knowledge or skills (Ormrod, 2012).

There are many different ways on categorizing leaning theories. This research would adopt the work of Leonard (2002) who categorized learning theories into four major categories: behaviorism, cognitivism, constructivism, and humanism. The researcher would focus on the behaviorism learning theory and constructivism learning theory, which are also used to guide this research. The reasons for choosing these two theories to guild this study

had been talked in the theoretical framework. The following section of the literature review would be shown.

### **Behaviorist Learning Theory**

Many behaviorists hold the belief that the theory of behaviorism was based largely on the observation of responses to rewards and punishments. As for learning, behaviorism did not take the internal mental states or cognitive process of the learner into consideration, it only took the external output of behavioral change into account (Leonard, 2002).

Behaviorism theories regarded learning as a measurable change of behavior resulting from environmental factors (Schunk, 1996).

In summary, the behaviorism learning theory put primary focus on observable behaviors and did not get the involvement of cognition of the individual. Teaching and learning implications of behaviorism suggested that students' cognitive processes and development should not be focuses, learning was the involvement of changes in behavior.

In this research, the researcher would use the Skinner's behavioral learning theory to guide this research. In this study, the questionnaire which would be used in this research was designed by utilization of traditional perspective. Traditional perspective referred to behaviorist approaches to teaching and learning, which put the focus on the subjective knowledge, teacher-centered instruction, discipline rote learning and memorization (Zhang & Liu, 2014). That was why the researcher chose the Skinner's behavioral learning theory to guide this study.

Li (2004) stated that Skinner thought that learning took place under contingencies of reinforcement, which were composed of three variables: an occasion for the behavior to occur, the behavior itself, and the consequences of the behavior. Therefore in Skinner's opinion, teaching is the arrangement of reinforcement contingencies which elicit learning.

Schunk (2012) talked that Skinner's verbal behavior which was controlled by its consequences. The behavior will increase deeply and frequently only when consequences were rewarding. From Skinner's perspective, effective or rewarding contingencies, which could shape and bring out the behavior under the control of stimuli in a rapid way, could be arranged by teachers. For students, with the effective or rewarding environment, students could learn more successfully, thus the teacher also could teach successfully by controlling the learning environment.

Second language teaching was influenced strongly in middle of the century by Skinner's view of learning theory and also second language teaching relied on the environment heavily in the classroom. Second language teachers used the controlled practice of the verbal operant under carefully designed schedules of reinforcement (Brown, 2014). With this well-designed reinforcement schedule, a structured, deductive, and sequenced instruction, is strongly welcomed in acquisition of basic concepts, skills, and factual information rapidly through practices such as drill-and-practice, programmed instruction or programmed learning under the behavioral principle (Schunk, 1996). With the guidance of the behavioral principle, teacher-centered approach was widely applied into the second language teaching.

### **Constructivist Learning Theory**

Many constructivists tried to give the explanation that what is knowledge and how it is acquired. With comparison to behaviorism, constructivism viewed that learning is a subjective, and interpretive process and learners construct knowledge by making sense of the world (Schunk, 1996).

Historically, there was a different distinction between Piaget's cognitive constructivism and Vygotsky's social constructivism. Pulaski (1980) gave a description that Piaget hold a belief that the development of human intellect is through the process of

adaptation and organization. Adaptation involves assimilation and accommodation. Because Piaget combined knowledge with action, he believed that more complex organization of the result of adaptation produces the adult mind. Thus, the individual constructs his own knowledge.

In this research, the researcher would use Vygotsky's theory of social constructivism to guide this research. One thing is the result from that foreign language instruction has adopted many applications of Vygotsky's zone of proximal development in second language learning contexts (ZPD) (e.g., Lantolf, 2000, 2011; Nassaji & Cumming, 2000). Another reason is that the questionnaire would be used in this study was developed based on the constructivist learning theory. According to the developer of the questionnaire, for the constructivist perspective, a lot of students-centered, task-based methods, which put emphasize on the students' own interest, needs and self-expression, was involved in the teaching (Zhang & Liu, 2014).

Schunk (2012) stated that, according to Vygotsky's belief, there was the distance between the actual developmental level and the potential developmental level and one could get the potential developmental level from the actual developmental level by the assistance of the adults or interaction with peers. Many constructivists tend to support instruction not only because there is a match between instruction and students' actual cognitive development, but also because it could do the contribution of acceleration on students' cognitive development. Students could not finish the task because the difficulty of the task beyond the students' cognitive level, thus with the teachers' or peers' help, students could get the acceleration of cognitive development. Teacher, in learner-centered approach, would give plans and guide on social interaction, and also provide students a social context in which students could build and construct knowledge. Thus, teachers and students also play the active role in learning process.



## Communicative Language Teaching Theory

Communicative language teaching (CLT) has been widely recognized as a language teaching approach. According to Hymes (1972), the goal of language teaching was to improve the communicative competence of learners. In Hymes's (1972) opinion, "communicative competence" referred to the knowledge, the ability of using language in a social context and the ability of observing sociolinguistic norms of appropriateness. He viewed that the goal of language teaching was to improve learners' communicative competence.

Savignon (1976), thought that the central concept of communicative language teaching theory was "communicative competence" and this term was introduced into the discussion of language use and second or foreign language learning in the early 1970s.

Canale and Swain (1980) proposed their own theory of communicative competence which was comprised of three parts: grammatical competence, sociolinguistic competence and strategic competence.

With the support of the theory of communicative competence, they outlined the set of five guiding principles for communicative approach to second language teaching (Canale & Swain, 1980).

Firstly, teachers should provide the students with the integration and facilitation of grammatical competence, sociolinguistic competence, communication strategies and strategic competence. Secondly, teaching should connect the learner communication needs with genuine and realistic situation. Thirdly, teachers need consider that students should have the opportunity to take part in the meaningful contact with highly competent speakers when teachers prepare class activities or programs. Fourthly, learners should get the optimal usage of communicative competence, which they already get from the native language, into the second language learning at the early stages of second language learning. Lastly, in order to

meet learners' communicative needs in second language learning, the aim of a communicative-oriented second language program should provide learners with the chance to interact with the information, practice and experience.

### **Task-Based Language Teaching (TBLT)**

In the questionnaire items which would be used in this study, the original developer mentioned the task-based language teaching and learning by doing. The researcher would like to make this notion clear.

Task-based language teaching (TBLT) has attracted more attention in the field of second language acquisition. Based on the constructivist theory of learning and communicative language teaching theory, the task-based perspective of language teaching and learning gave response to many drawbacks of the traditional teaching approach (Ellis, 2003). Being a learner-centered approach, TBLT regarded language as a communicative tool. The goal of TBLT was to provide opportunities to learners in mastering language both speaking and writing according to some learning activities, which were designed for involving learners in a natural, practical and meaningful context (Lin, 2009).

Nunan (1989) stated that task was the activity, which could make learners involve in understanding, interacting and producing the target language. During the process of doing activity, learners' attention was on language meaning not the form.

Many researches showed that there were three main approaches to TBLT, and there was one common among these approaches was that they all focused on learning by doing. For teachers, applying task into teaching is the main approach in language teaching. For learners, learners could master the language doing the numerous activities in classroom, thus the learners also could get the shift from natural language to the second language.

Xu (2010) stated that task-based learning was more student-centered and it was beneficial to students because it provides more many meaningful communication and practical extra-linguistic building.

### **Pedagogical Approaches to Teaching**

Brown (2014) viewed that a theory of teaching should integrate the understanding of the learner and the language to be learned, which would lead the way to successful procedures when been given a day with given learners under a variety of constraints of the particular context of learning. With the understanding of a theory of teaching, pedagogical knowledge refers to the teaching strategies and teaching methods that was used by a teacher in the classroom, so that the teacher could provide the necessary organization for the subjects learning (Shulman, 1986). In this research, the researcher would present the teacher-centered approach, learner-centered approach and task-based language teaching approach.

#### **Teacher-centered Approach**

Skinner (1974) explained that students learn to read by learning a series of discrete skills. Teachers used teacher-centered approach in order to teach skills in a planned and sequential order. Information was showed in small steps and reinforced through practice activities until students master it because each step was based on the previous one.

Traditionally, the most popular way was completing fill-in-the-blank worksheets so that students could practice the skills of what they were learning. The students always work individually, not in small groups or with peers.

Aaronsohn (1996) defined traditional teaching as the focus of teaching was the content and the students should be able to show that they achieved a certain body of knowledge. The task of students under this kind of teaching method was just sitting, listening

and responding to teachers' questions when called by teachers. The conversation between students was unauthorized.

Thus teacher-centered approach, in contrast to learner-centered approach, was rooted in behaviorism, was often described as being based upon a model of an active teacher and passive students. In terms of learning content, students could have few opportunities to choose, rather, teachers were responsible for deciding the teaching content. Thus, students are dependent much on teachers and the role of students just was viewed as the passive knowledge receiver. It is also quiet in the classroom under the teacher-centered approach.

In the early history in China, the education was based largely on memorizing literary works and it seemed that students know the wisdom expressed by the work (Skinner, 1957). Therefore, it was clear that the teacher-centered approach in China had a long tradition, EFL teaching has been influenced for a long time.

### **Learner-centered Approach**

Constructivism adopted the learner-centered framework which put an emphasis on the active participation of learners (Leonard, 2002).

McCombs and Whisler (1997) demonstrated a set of principles. Firstly, teachers let learners had the idea of how and what they learn and the form of assessment. Secondly, teachers took each learner's unique perspectives seriously into account. Teachers also considered and integrate these perspectives into one part of the learning process. Thirdly, teachers respect individual learners' differences because of learners' backgrounds, interests, abilities, and experiences. Lastly, teachers treat learners as co-creators in the process of teaching and learning.

Research by McCombs and Whisler (1997) also found that students who have a perspective of their teachers who used learner-centered principles demonstrated higher levels of both motivation and achievement.

With so many difference between teacher-centered and learner-centered approaches, the following Table 1 will show between the teacher-centered approach and learner-centered approach.

Table 1

*The Combination of Comparison in Teacher–Centered and Learner–Center Classrooms*  
(Huba & Freed, 2000; Rogers & Frieberg, 1994)

Teacher–centered	Learner–centered
Teacher is the sole leader.	Leadership is shared.
Management is a form of oversight.	Management is a form of guidance.
Teacher takes responsibility for all the paperwork and organization.	Students are facilitators for the operations of the classroom.
Discipline comes from the teacher.	Discipline comes from the self.
A few students are the teacher’s helpers.	All students have the opportunity to become an integral part of the management of the classroom.
Teacher makes the rules and posts them for all students.	Rules are developed by the teacher and students in the form of a constitution or compact roles.
Consequences are fixed for all students.	Consequences reflect individual differences.
Rewards are mostly extrinsic.	Rewards are mostly intrinsic.
Students are allowed limited responsibilities.	Students share in classroom responsibilities.
Few members of the community enter the classroom.	Partnerships are formed with business and community groups to enrich and broaden the learning opportunities for students.
Knowledge is transmitted from professor to students.	Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on.
Students passively receive information.	Students are actively involved.
Emphasis is on acquisition of knowledge outside the context in which it will be used.	Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.
Professor’s role is to be primary information giver and primary evaluator.	Professor’s role is to coach and facilitate Professor and students evaluate learning together.
Teaching and assessing are separate.	Teaching and assessing are intertwined.
Assessment is used to monitor learning.	Assessment is used to promote and diagnose learning.
Emphasis is on right answers.	Emphasis is on generating better questions and learning from errors.
Desired learning is assessed indirectly through the use of objectively scored tests.	Desired learning is assessed directly through papers, projects, performances, portfolios, and the like.

(continued)



(continued)

Teacher-centered	Learner-centered
Focus is on a single discipline.	Approach is compatible with interdisciplinary investigation.
Culture is competitive and individualistic.	Culture is cooperative, collaborative, and supportive.

**Beliefs in Education**

**The Definition of Belief**

Pajares (1992) argued that beliefs “travel in disguise and often under alias – attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy” (p. 309).

In many researches, beliefs were viewed as different terms in various educational fields. In teacher education, belief has been regarded as one of the most valuable psychological constructs (Li, 2004). In educational psychology literature, the construct was concerned about motivation, attitudes, and self-efficacy. In language literature, attitudes and dispositions were often discussed, describing the expression of teachers and/or students beliefs in their classroom interactions (Wesely, 2012).

According to Pajares (1992), for teachers, teachers’ beliefs were the important tools in expressing themselves in the interaction and communication between school and home. Teachers’ beliefs played the important role in understanding how children learn which also could influence teachers’ actions in class, the way they treat their students, and teaching and learning activities (Pajares, 1992).

Connelly and Clandinin (1988) suggested that beliefs, values, and action preferences, which all were included in teachers’ personal philosophies, could build the foundation to the teachers’ actions in classroom.



Calderhead (1996) identified five domains of teachers' beliefs. They were that beliefs were concerned about learners and learning, about teachers and teaching, subject and content, learning to use the appropriate pedagogy, and self and the teaching role.

Connelly and Clandinin (1988) argued that teachers' beliefs towards instruction actually was an reflection on their thoughts and perspectives of curriculum implementation including the roles they play on how they use approaches in teaching, how they give the assignment to students in classroom, how they arrange the teaching content, and how they create the favorable teaching and learning environment for both teachers and students.

With so much importance of teachers' beliefs towards teaching approach, the factors, which could influence teachers' beliefs, also played the key role in studying teachers' beliefs.

Borko and Putnam (1995) stated that teachers' general pedagogical knowledge contained the knowledge and understanding of various teaching strategies, the idea of how to arrange and use effective classroom managements, more underlying knowledge about learners, and fundamental beliefs about how learner learn and also can be fostered by teaching.

For the purpose of this study, the researcher will put more focus on teachers' and students' beliefs towards pedagogy with background of the curriculum reform.

The current education reform made a shift from teacher-centered approach toward a learner-centered approach. It also means that teaching approaches used by teachers should be from traditional knowledge transmission to knowledge construction by social interaction (Borko & Putnam, 1995). Among these changes, the new knowledge, beliefs, and willingness also should be followed (Borko & Putnam, 1995). Pajares (1992) viewed that adults' beliefs tend to be much more static, it was a rare phenomenon for adults to change their beliefs. In order to make the changes actually happen, teachers must hold the understanding of the implications for change from teacher-centered approach to learner-centered approach and

also put it into practice. Otherwise, the changes only could be changed on the surface (Fullan, 2001).

### **EFL Reformation in China**

In China, English education have experienced many top-down curriculum reforms since the late 1970s. The following sections would present major trends in English curriculum reforms in China from the 1970s to the present.

In 1978, a new national English curriculum and a set of English textbooks were published by application of audio lingualism and the grammar translation method (Ministry of Education, China, 1978). This series of textbooks was used for a few years. In 1986, the English curriculum and the textbooks were revised. The difficulty level was lower than the prior one and texts were more interesting and informative. However, English teaching and the textbooks adopted a similar pedagogical approach as 1978. In the 1978 and 1986 reforms, both curriculum and the textbooks had a typical characteristic of the centralized education system in China. This feature can be summarized as “one syllabus and one set of textbooks,” which means that the content of the curriculum and the publisher were under the direct control of the MOE. The People’s Education Press produced a set of textbooks to match the curriculum. As a result, all schools in China used the same set of textbooks guided by one curriculum, but the characteristic of “one curriculum and one set of textbooks” was gradually replaced by the feature of “one curriculum and several sets of textbooks.”

Therefore, in 1993, a new English curriculum (Ministry of Education, China, 1993) was designed together with a few new sets of textbooks. With the appearance of these textbooks, it was a very big pressure for teachers at the classroom because the notion of communicative language teaching, which differed greatly from traditional approaches. Communicative language teaching was the main concept underpinning the textbooks.

A new English Curriculum Standard was issued in 2001 (Ministry of Education, China, 2001b). It was piloted in 2001 in some provinces. The English Curriculum Standard reform shifts from the knowledge-oriented to communication-oriented, from teacher-centered to student-centered, and from textbook-based activity-based model.

In order to change the over-emphasis on the delivery of knowledge about language structure and vocabulary (Ministry of Education, China, 2001b), the English Curriculum Standard put more focus on developing students' interest in learning, confidence, good learning habits and effective learning strategies, relating the course content to the students' life experiences and cognitive development, and promoting learning through students' active involvement in the process of experiencing, participating and collaborating in activities, and communicating with the language. The new basic principles are adopted in the new curriculum change. They are as follows English Curriculum Standard (Ministry of Education, China, 2001b).

(1) The curriculum promotes whole-person education and the all-round development of the students. To promote whole-person education, English curriculum should satisfy students' affective demands, care for their interests and motivation in learning, build up their confidence, and help them gain a sense of achievement. In addition, the curriculum should develop students' communicative competence by participating and collaborating in activities and use English for communication, and foster their creativity.

(2) The curriculum objectives are holistic and flexible. The overall objective of English curriculum is to develop students' competence in using English for communication. Then it sets up the following five-dimension objective, including language skills, language knowledge, affect and attitude, learning strategies, and cross-cultural awareness. Furthermore, each objective is then divided into nine competence-based levels as stated in the objective descriptors. Detailed performance objectives for each competence-based level are

described in terms of what the students should be able to do with the language rather than what the teachers should teach.

(3) The curriculum is learner-centered and caters for students' individual differences. The students were put at the center of education process, including the process of planning curriculum objectives, teaching and learning process, assessment process, and the process of developing teaching and learning resources. Students construct knowledge, improve competence and develop individually under the teachers' guidance.

(4) The curriculum promoted the activity-based method with the focus on experiential, discovering, exploring, cooperative, and participatory learning. To help students achieve the objectives, task-based teaching is recommended. Under the teachers' guidance, the students completed activities and tasks and gain a sense of achievement through experiential, discovering, exploring, cooperative, and participatory learning.

(5) Both formative assessment and summative assessment are to be used in evaluating students' achievement. The assessment system should combine formative with summative assessment. It encourages teachers to use formative assessment to assess students' achievement. It is important to use the formative assessment to encourage students' active participation in learning and improve their self-confidence. Summative assessment should focus on examine their integrated language skills and their ability to use language.

(6) The curriculum should make good use of modern educational resources and expand the use of multimedia technology in teaching. The curriculum should use and develop the resources that are authentic, close to the students' real life, contemporary, healthy, rich and varied. It should take advantage of modern educational technology, such as TV and radio programs, English magazines, computer, Internet, and multimedia resource to create optimal conditions for students' learning.

The Western philosophy underpinning the English Curriculum Standard has strong links with the constructivism, the sociocultural theory and second language acquisition what we have talked in the beginning of chapter two.

From what has been talked about above, in the past decade, foreign language education in China has experienced many massive top-down reforms at all levels. From curriculum perspective, it was from knowledge transmission to knowledge construction. From pedagogy perspective, it was from a teacher-centered to a learner-centered approach (Liu, 2011).

### **“The New High School Curriculum Reform Program” in China**

The New High School Curriculum Reform Program was put forward in 2001 (Ministry of Education, 2001a) and also was piloted in some major provinces (Shandong Province, Guangdong Province, Hainan Province and Ningxia Autonomous Region) in China in 2004, and it was widely implemented into the whole China in 2010.

The characteristic of this reform were the “New Curriculum, New Concept, New University Entrance Examination”. This reform was applied into all subjects in senior secondary school. In terms of the pedagogical to teaching, it also tried to transform from teacher-centered approach to learner-centered approach. The New High School Curriculum Reform Program in Chinese in senior secondary schools was a shift from the traditional behaviorism-orientated approach to foreign language education. Based heavily on the western constructivist understanding of language teaching and learning, this reform promotes various changes in English language curriculum and pedagogy, ranging from curriculum goals and contents, teaching and learning approaches, assessment and evaluation, to teachers’ and students’ roles (Ministry of Education, 2011). It places very high demands on English teachers, who were expected to master many new theoretical concepts such as task-based



language teaching, cooperative learning, inquiry-based teaching, and formative assessment, and learn to incorporate these constructivist ideas into their daily teaching practice. This presented an unexpected challenge to senior secondary English teachers, many of whom have been deeply influenced by the traditional teacher-centered, passive model of instruction.

### **Previous Research about Beliefs towards EFL Reformation**

In summary, the principles used by learner-centered classroom were based on constructivist learning theories. The principles called on encouragement to student leadership, support to motivational learning environment. However, teachers' schooling life was not involved in the learner-centered environment, the teacher-centered model remains prevalent.

Just as what presented above, the teaching and learning of EFL in China had gone through top-down reforms for so many times. The focus in 2001 reformation was the shift from teacher-centered approach to learner-centered approach. To implement a learner-centered philosophy, educators must have a clear understanding of the principles (Delaney, 1999).

But past reform efforts of many countries have shown that if teachers' and students' beliefs were not in accordance to the reform, the reform could not get the sound result (Nunan, 2003). The biggest issue is that the teachers' and students' beliefs are difficult to change (Pajares, 1992; Tsui, 2003).

The study which was conducted by Zhang and Liu (2014) was to examine the beliefs of Chinese junior high school English teachers about foreign language teaching when curriculum innovation embraced deep-rooted cultural traditions and complex teaching realities. The results showed that teachers' beliefs were congruent with the constructivism-oriented curriculum reform, but a closer examination suggested that both traditional and constructivist beliefs exist.



According to the findings of the study, teachers thought collaborative learning and teacher–student interaction important. They felt supportive of these ideas not only because of the requirement from policymakers and school authority, but also because of the intrinsic appeal of the constructivism-oriented approach, which promises to help develop students’ communicative ability. On the other hand, the teachers also embraced such traditional beliefs and practices as teacher-centered and textbook- based instruction, focus on grammar and language form, recitation and imitation, drill and practice, and teacher authority. Some of these traditional beliefs had long been valued in the Chinese educational culture (e.g. recitation and practice), but other beliefs are related to the constraints of the teaching reality, such as high-stakes knowledge-based testing and limited resources.

A study was conducted to examine Chinese primary school, the findings of the study showed that teachers’ teaching practice have shift during 2000 to 2007. It also could be said that the teaching practice was promoted by the reform into more learner-centered model, in which students could enjoy more right to express themselves and interact with others. (Adams and Sargent, 2012).

Nunan (1986) mentioned that teachers’ beliefs may changed by influencing the concept of communicaitve language teaching and learning. Also Razmjoo and riazzi (2000) mentioned that students only could be convinced by the value of communicative language teaching principles, thus the practice of communicative language teaching is tangible.

Yokfar (2005) put forward some challenges of implementation of learner-centered approach in Thailand. She stated that teacher still use teacher-centered approach because of being influenced the experience and practice, but teachers must change the concept if they want to keep pace with the development of education. However, for students, according to (Olivier, 2005) found that collarorative learning could be achievd for Thai students in Thailand and recommended that the crucial factor on achieving the successful

implementation of the collaborative learning was that teachers should be well-prepared and self-confident in challenging the Thai traditional education system.

Goh, Zhang, & Goh (2005) conducted a study of many teachers' beliefs towards teaching by involving teacher-centered approach and learner-centered approach in Singapore. Teachers' view of teaching was a combination of both teacher-centered perspective and learner-centered perspective.

### **The Background of Senior Secondary School**

This research would be conducted at one governmental senior secondary school which was founded in 2007. There are 46 classes and more than 150 staff there. There are 12 classes in Grade 12 and 25 Grade 12 English teachers. All of the students are from local city. All of these teachers were from the other high schools.

This senior secondary school started the reform in August 2010. The school just changed the textbook they used and the methods of assessment. Nothing changed in the teaching pedagogical aspect, since teachers still used teacher-centered approach to delivery the knowledge. They adopted new books called "New Senior English for China Students" for the students. This kind of book laid the foundation of English to students and also combined the junior and senior English knowledge together. The students could gain more complex ability by mastering the basic knowledge from the textbook. The book also had some special units which were thinking and studying so that the students could gain and understand knowledge by themselves then could apply them into their life.

From August 2013, the school changed the teaching methods totally. The students were divided into several groups in classroom instead of the traditional ways, and the teachers were asked to prepare the lessons with the same subject teachers in groups too. All the same grades students should be required to do the same assignment whether inside or

outside classroom. At the same time, all teachers should use the same lesson plans which have been discussed before with the involvement of every teacher who taught the same subject. In terms of the learning time, as it was as before, students need to take English class 45 minutes per weekday.

In summary, within the New High School Curriculum Reformation context in China, the target school has started the shift from teacher-centered approach into the learner-centered approach. Many studies have shown that teachers' and students' beliefs are difficult to be consistent to the new teaching approach because of influencing by many factors. As well as Grade 12 EFL class teachers and students in the target school. So in this research, the researcher was going to use the questionnaire to examine the Grade 12 teachers and students beliefs toward teacher-centered approach and learner-centered approach based on behavioral learning theory, constructivism learning theory, second language acquisition theory and secondary teachers' beliefs in junior high school theory. Based on the researcher's educational experience and traditional and societal influence about people's beliefs on pedagogical knowledge, the researcher think that teacher have changed their mind.

In Chapter III, the researcher described the research design and research instrument for this research.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presented research methods and procedures that were used by the researcher in conducting this study. It included the research design, population, sample, research instrument, data collection, data analysis and summary of the research process.

#### **Research Design**

The purpose of this study was to find what were Grade 12 EFL teachers' beliefs and Grade 12 EFL intermediate- and advanced-level students' beliefs towards teacher-centered and learner-centered approaches in EFL at one governmental senior secondary school in Shaan'xi province, China, to identify whether there was a significant difference between Grade 12 EFL teachers' beliefs and Grade 12 EFL intermediate- and advanced-level students' beliefs towards teacher-centered and learner-centered approaches in EFL at one governmental senior secondary school in Shaan'xi province, China. For these purposes, a quantitative approach was adopted in this research, in particular, a quantitative comparison research design.

#### **Population**

The population in this study was all 25 Grade 12 teachers who teach EFL and all 560 Grade 12 students who learned EFL at one governmental senior secondary school in Shaan'xi province, China. The following table showed the number of each group at this governmental senior secondary school.

Table 2

*Number of Each Group in the School*

Group	Total
Grade 12 EFL teachers	25
Grade 12 EFL Students	560

**Sample**

A population sample comprised of all 25 EFL teachers who taught Grade 12 EFL at one governmental senior secondary school in Shaan’xi province, China, and a purposive sample of 200 Grade 12 EFL students at one governmental senior secondary school in Shaan’xi province, China were selected for the purpose of this study. The 200 students chosen for this study were the members of the top two classes (class 9 and class 10) in Grade 12 and also intermediate-level students were from two classes (class 15 and class 16) in this school, and were being taught EFL by a teacher who already agreed to cooperate with the researcher to carry out the present study at the target governmental senior secondary school. The characteristics of both the population and sample were shown in the following table.

Table 3

*Characteristics of Population and Sample for This Study*

Students and teachers		Population	Sample	Total
Grade 12 EFL teachers		25	23	23
Grade 12 EFL students	Grade 12 EFL intermediate-level students	100	48	158
	Grade 12 EFL advanced-level students	100	87	

## Research Instruments

In this study, the research instruments which were used (see Appendixes A and B) were the questionnaire of Senior High School English Teachers' Beliefs on Teaching Approaches Questionnaire and Senior High School English Students' Beliefs on Teaching Approaches Questionnaire. They were developed by Zhang and Liu (2014), aimed to assess teachers' beliefs about English teaching and learning in relation to the values and principles recommended by English Curriculum Standards (ECS). The questionnaire was originally administrated in English, the researchers will translate it into Chinese both for the teachers and students in Real Learning Center & Translation Institute in Bangkok, Thailand.

### **Questionnaire 1 (Senior High School English Teachers' Beliefs on Teaching Approaches Questionnaire)**

This questionnaire (see the Appendix A) contains two parts:

1. The cover letter in which participation is requested and the purpose of this research is explained.
2. Twenty statements on teachers' beliefs towards two subscales: teacher-centered approach (11 items) and learner-centered approach (9 items).

The original questionnaire, which was called Secondary School English Teachers' Beliefs, was developed by Zhang and Liu in 2014. This questionnaire was developed to assess teachers' beliefs about English teaching and learning regarding to the values and principles which were put forward by English Curriculum Standards (ECS) in China. The original questionnaire consisted of 35 items that measured teachers' beliefs about curriculum, pedagogy, assessment, resources, and the roles of teachers and students. A 5-point Likert scale (*1=strongly disagree, 5=strongly agree*) was used to assess these items. The questionnaire was written and administered in Chinese, and later translated into English.



The original questionnaire was divided into five subscales: Constructivist teaching comprised of nine items; traditional teaching comprised of 11 items; grammar and language form comprised of six items; resources comprised of four items and students’ roles comprised of five items. In this study, the researcher used the items in the first two subscales (the constructivist teaching and traditional teaching) which were related to learner-centered approach (Items 4,5,6,10,11,12,20,25,30) and teacher-centered approach (Items 8,9,13,15,21,24,28,29,32,33,35), respectively. There was a total of 20 items in the first two subscales that were used in this study. The following table showed the breakdown items of the original first two subscales.

Table 4

*Breakdown Items of the Original First Two Subscales Secondary School English Teachers’ Beliefs*

Subscales	Item number	Total
Learner-centered approach (The constructivist teaching)	4,5,6,10,11,12,20,25,30	9
Teacher-centered approach (The traditional teaching)	8,9,13,15,21,24,28,29,32,33,35	11

In this research, the researcher combined all these items from the first two subscales, Constructivist teaching (Items 4,5,6,10,11,12,20,25,30) and Traditional teaching (Items 8,9,13,15,21,24,28,29,32,33,35), in this research following the way in which they were originally implemented by Zhang and Liu (2014). The following table showed the item distribution in the research instruments.

Table 5

*Items Distribution of the Two Subscales to be Examined in This Research*

Subscales	Item number	Total
Learner-centered approach (The constructivist teaching)	1,2,3,6,7,8,11,14,17	9
Teacher-centered approach (The traditional teaching)	4,5,9,10,12,13,15,16,18,19,20	11

The questionnaires which was used in this research used a five-point Likert scale as shown in the following table.

Table 6

*Five-point Likert Scale to be Used in this Study*

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

The possible score range of the items in this study is shown in the following table.

Table 7

*Possible Score Range of the Items on the Research Instrument for this Study*

Subscales	Number of items for each subscale	Item number	Possible score range
Learner-centered approach (The constructivist teaching)	9	1,2,3,6,7,8,11,14,17	9-45
Teacher-centered approach (The traditional teaching)	11	4,5,9,10,12,13,15,16,18, 19,20	11-55

The interpretation scale of questionnaire results is shown in the following table.

Table 8

*Interpretation of 5–Point Likert Scale and Mean Response of Questionnaire Results*

Agreement level	Score	Scale	Mean response interpretation
Strongly agree	5	4.51 – 5.00	Very positive
Agree	4	3.51 – 4.50	Positive
Neutral (Neither agree nor disagree)	3	2.51 – 3.50	Neutral
Disagree	2	1.51 – 2.50	Negative
Strongly disagree	1	1.00 – 1.50	Very negative

**Questionnaire 2 (Senior High School English Students’ Beliefs on Teaching Approaches Questionnaire)**

This questionnaire (see the Appendix B) contained two parts:

1. The cover letter in which participation is requested and the purpose of this research is explained.
2. Twenty statements on students’ beliefs towards two subscales: teacher-centered approach (11 items) and learner-centered approach (9 items).

This questionnaire, which was the same as the questionnaire for teachers, was for students. Researcher only changed some personal things for Item 8 and Item 13.

**Validity and Reliability of the Research Instrument**

The original developers of the questionnaire assessed the content validity of all the items by ensuring that the instrument content was based on the English Curriculum Standard (ECS) in China. In terms of construct validity, they verified it from two ways. One way was from 900 questionnaires, which were given to English teachers working in the junior high schools in over 10 provinces and municipalities in China. They also took different teaching

contexts into account. There were three types, urban key schools, ordinary urban schools and rural schools among these secondary junior high schools. They made a big effort to obtain the roughly equal proportion of questionnaires from each type of school. The other way was from interviews. There were nine teachers who took part in semi-structured interviews. They integrated quantitative and qualitative data together to provide a more complete understanding of the teachers’ beliefs. They computed Cronbach’s alpha coefficients for each subscales. Cronbach’s alpha values of the constructivist teaching and traditional teaching subscales which were used in this research, are shown in the following table.

Table 9

*Internal Consistency Reliability Coefficient of the Subscales of Constructivist Teaching and Traditional Teaching (Zhang & Liu, 2014)*

Subscale	Cronbach’s alpha	Cronbach’s alpha of this study	Internal consistency
Constructivist teaching (Learner-centered approach)	.71	.76	Acceptable
Traditional teaching (Teacher-centered approach)	.74	.82	Good

Collection of Data

The researcher had already gotten informal permission for this research from this governmental senior secondary school in Shaan’xi province, China during September 2016. The researcher distributed questionnaires to 25 Grade 12 EFL teachers and 200 Grade 12 EFL students at this governmental senior secondary school in Shaan’xi province, China on 13<sup>th</sup>, March 2017. The researcher did her final defense on 9 Aug, 2017.

Table 10

Research Timeline

Date	Task
5 September 2016	Getting the permission from the target school.
September 2016-February 2017	Writing the first three chapters of the Master thesis.
6 March 2017	Doing the thesis proposal examination.
13 March 2017	Distributing the questionnaires to 25 Grade 12 teachers and 200 students and allow time for students' completion.
April-July 2017	Finishing Chapters IV and V.
9 August 2017	Doing the final thesis and defense.

Data Analysis

Based on the research objectives, the following statistical methods were applied to carry out the data analysis.

1. To determine Grade 12 EFL teachers' beliefs towards teacher-centered approach at one governmental senior secondary school in Shaan'xi province, China.

Methods: Mean and standard deviation of the total score of teacher-centered approach subscale were used to show the level of teachers' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

2. To determine Grade 12 EFL students' beliefs towards teacher-centered approach at one governmental senior secondary school in Shaan'xi province, China.

Methods: Mean and standard deviation of the total score of teacher-centered approach subscale were used to show the level of students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

2.1 To determine Grade 12 intermediate-level students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

Methods: Mean and standard deviation of the total score of teacher-centered approach subscale were used to show the level of intermediate-level students' beliefs towards teacher-

centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

2.2 To determine Grade 12 advanced-level students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

Methods: Mean and standard deviation of the total score of teacher-centered approach subscale were used to show the level of advanced-level students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

3. To determine Grade 12 teachers' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

Methods: Mean and standard deviation of the total score of learner-centered approach subscale were used to show the level of teachers' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

4. To determine Grade 12 students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

Methods: Mean and standard deviation of the total score of learner-centered approach subscale were used to show the level of students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

4.1 To determine Grade 12 intermediate-level students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

Methods: Mean and standard deviation of the total score of learner-centered approach subscale were used to show the level of intermediate-level students' beliefs towards learner-



centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

4.2 To determine Grade 12 advanced-level students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

Methods: Mean and standard deviation of the total score of learner-centered approach subscale were used to show the level of advanced-level students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi province, China.

5. To identify whether there was a significant difference between Grade 12 teachers' and Grade 12 intermediate- and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach in EFL class one governmental senior secondary school in Shaan'xi province, China.

Method: Means and standard deviations of the total score of each subscale were calculated, and an analysis of variance (one-way ANOVA) was used to analyze whether there was a significant difference between Grade 12 EFL teachers' and Grade 12 EFL intermediate- and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach at one governmental senior secondary school in Shaan'xi province, China. If there was no significance between Grade 12 EFL teachers' and Grade 12 EFL intermediate- and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach, the researcher would not need to do the next step. If there was significance between Grade 12 EFL teachers' and Grade 12 EFL intermediate- and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach, the researcher would do the post-hoc analysis in order to determine which group differed from one another.

The following table shows the statistical methods of data analysis related to each research objective.

Table 11

*Statistical Methods of Data Analysis Related to Each Research Objective*

Research objective	Method of analysis
Research objectives 1-4.2	Descriptive statistics (Frequency, mean and standard deviation)
Research objective 5	A statistical hypothesis testing technique (One-way ANOVA)



Summary of the Research Process

The following table showed the summary of the research process for the present study.

Table 12

Summary of the Research Process

Research objective	Source of data or sample	Data collection method or research instrument	Data analysis
1.To determine Grade 12 EFL teachers’ beliefs towards teacher-centered approach.	A population sample of 23 Grade 12 EFL teachers.	Senior High School English Teachers’ Beliefs on Teaching Approaches Questionnaire.	Means and standard deviations
2. To determine Grade 12 EFL students’ beliefs towards teacher-centered approach.	A purposive sample of 48 Grade 12 EFL intermediate-level and 87 advanced-level students.	Senior High School English Students’ Beliefs on Teaching Approaches Questionnaire	
2.1 To determine Grade 12 intermediate-level students’ beliefs towards teacher-centered approach in EFL class.	A purposive sample of 48 Grade 12 EFL intermediate-level students.	Senior High School English Students’ Beliefs on Teaching Approaches Questionnaire	
2.2 To determine Grade 12 advanced-level students’ beliefs towards teacher-centered approach in EFL class.	A population sample of 87 Grade 12 EFL advanced-level students.	Senior High School English Students’ Beliefs on Teaching Approaches Questionnaire	
3.To determine Grade 12 teachers’ beliefs towards learner-centered approach in EFL class.	A population sample of 23 Grade 12 EFL teachers.	Senior High School English Teachers’ Beliefs on Teaching Approaches Questionnaire	
4. To determine Grade 12 students’ beliefs towards learner-centered approach.	A purposive sample of 48 Grade 12 EFL intermediate-level and 87 advanced-level students.	Senior High School English Students’ Beliefs on Teaching Approaches Questionnaire	
4.1 To determine Grade 12 intermediate-level students’ beliefs towards learner-centered approach in EFL class.	A purposive sample of 48 Grade 12 EFL intermediate-level students.	Senior High School English Students’ Beliefs on Teaching Approaches Questionnaire	
4.2 To determine Grade 12 advanced-level students’ beliefs towards learner-centered approach in EFL class.	A population sample of 87 Grade 12 EFL advanced-level students.	Senior High School English Students’ Beliefs on Teaching Approaches Questionnaire	

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Research objective	Source of data or sample	Data collection method or research instrument	Data analysis
5. To identify whether there was a significant difference between Grade 12 teachers' and Grade 12 intermediate- and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach in EFL class.	A population sample of 23 Grade 12 EFL teachers, a purposive sample of 48 Grade 12 EFL intermediate-level and 87 advanced-level students.	Senior High School English Teachers' Beliefs on Teaching Approaches Questionnaire  Senior High School English Students' Beliefs on Teaching Approaches Questionnaire	One-way ANOVA



CHAPTER IV

RESEARCH FINDINGS

In the previous chapters, the researcher presented the intent of this study, the literature review of this study and how this study was conducted. In this chapter, the researcher showed the findings of this study in two sections. This section presented the findings regarding the research objectives one to seven.

Main Findings

In this part, the findings related to the seven research objectives were reported below.

Research Objective 1

The first objective was to determine Grade 12 teachers’ beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan’xi Province, China.

In order to answer research objective one, data were collected using the Senior High School English as a Foreign Language Teachers’ Beliefs on Teaching Approaches Questionnaire (see Appendix C). The questionnaire examined Grade 12 EFL teachers’ beliefs towards teacher-centered approach. The items related to teacher-centered approach were Items 4, 5, 9, 10, 12, 13, 15, 16, 18, 19, 20, which also were rated on 5-point Likert scale (see Table 6, Chapter III).

The following table shows the analysis of the teacher-centered approach subscales, both item by item and mean total score.

Table 13

*Analysis of Items Related to Teachers’ Beliefs Towards Teacher-Centered Approach*

Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
4	English is learned mainly by imitating correct models of the language.	4.13	.92	Agree
5	Extensive drill and practice is an effective way to help students learn English.	4.32	.57	Agree
9	Teacher lecturing is more effective than students’ self-discovery.	3.78	1.00	Agree
10	Textbook is the most important learning material.	4.09	.90	Agree
12	Senior high school entrance examination scores are the main criteria for assessing students’ English proficiency.	3.65	1.11	Agree
13	Tests are the main way to assess student learning.	3.13	1.22	Neutral
15	Teachers must establish authority in order to effectively lead a class.	3.87	1.01	Agree
16	Secondary school students cannot construct knowledge by themselves, so the best way to learn is by teacher instruction.	3.96	.93	Agree
18	Students will be successful in school if they listen to the teachers who know what is best for them.	4.00	.98	Agree
19	The relationship between teachers and students should be knowledge transmitter and acceptor.	3.30	1.19	Neutral
20	Students learn best by following teachers’ pace and arrangement.	4.04	.77	Agree
Mean response		3.81	.72	Positive

*Note.* *n* = 23; response scale is 1 to 5; higher scores indicates more positive towards teacher-centered approach.

From Table 13, it could be seen that, on average, the surveyed 23 Grade 12 EFL teachers hold positive beliefs towards teacher-centered approach.

**Research Objective 2**

The first objective was to determine Grade 12 students’ beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan’xi Province, China.

In order to answer research objective two, data were collected using the Senior High School English as a Foreign Language Students’ Beliefs on Teaching Approaches Questionnaire (see Appendix D). The questionnaire examined Grade 12 EFL students’ beliefs



towards teacher-centered approach. The items related to teacher-centered approach were Items 4, 5, 9, 10, 12, 13, 15, 16, 18, 19, 20, which also were rated on 5-point Likert scale (see Table 6, Chapter III).

The following table shows the analysis of the teacher-centered approach subscales, both item by item and mean total score.

Table 14

*Analysis of Items Related to Students’ Beliefs Towards Teacher-Centered Approach*

Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
4	English is learned mainly by imitating correct models of the language.	3.09	.99	Neutral
5	Extensive drill and practice is an effective way to help students learn English.	3.65	.99	Agree
9	Teacher lecturing is more effective than students’ self-discovery.	3.66	1.01	Agree
10	Textbook is the most important learning material.	3.12	1.01	Neutral
12	Senior high school entrance examination scores are the main criteria for assessing students’ English proficiency.	2.59	1.06	Neutral
13	Tests are the main way to assess student learning.	2.12	.93	Disagree
15	Teachers must establish authority in order to effectively lead a class.	2.69	.97	Neutral
16	Secondary school students cannot construct knowledge by themselves, so the best way to learn is by teacher instruction.	3.10	.95	Neutral
18	Students will be successful in school if they listen to the teachers who know what is best for them.	3.01	.96	Neutral
19	The relationship between teachers and students should be knowledge transmitter and acceptor.	2.95	.99	Neutral
20	Students learn best by following teachers’ pace and arrangement.	3.58	.85	Agree
Mean response		3.14	.97	Neutral

*Note.* *n* = 23; response scale is 1 to 5; higher scores indicates more positive towards teacher-centered approach.

From Table 14, it could be seen that, on average, the surveyed 23 Grade 12 EFL students hold neutral beliefs towards teacher-centered approach.

Research Objective 2.1

The objective was to determine Grade 12 intermediate-level students’ beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan’xi Province, China.

In order to answer this research objective, data were collected using the Senior High School English as a Foreign Language Students’ Beliefs on Teaching Approaches Questionnaire (see Appendix D). The questionnaire examined Grade 12 EFL students’ beliefs towards teacher-centered approach. The items related to teacher-centered approach were Items 4,5,9,10,12,13,15,16,18,19,20, which also were rated on 5-point Likert scale (see Table 6, Chapter III).

Table 15 shows the analysis of the teacher-centered approach subscales, both item by item and mean total score.

Table 15

*Analysis of Items Related to Intermediate-Level Students’ Beliefs Towards Teacher-Centered Approach*

Item	Item statement	M	SD	Interpretation
4	English is learned mainly by imitating correct models of the language.	3.08	.82	Neutral
5	Extensive drill and practice is an effective way to help students learn English.	3.56	.85	Agree
9	Teacher lecturing is more effective than students’ self-discovery.	3.35	.96	Neutral
10	Textbook is the most important learning material.	2.94	.95	Neutral
12	Senior high school entrance examination scores are the main criteria for assessing students’ English proficiency.	2.38	.98	Disagree
13	Tests are the main way to assess student learning.	2.00	.83	Disagree
15	Teachers must establish authority in order to effectively lead a class.	3.13	.91	Neutral
16	Secondary school students cannot construct knowledge by themselves, so the best way to learn is by teacher instruction.	3.00	.80	Neutral
18	Students will be successful in school if they listen to the teachers who know what is best for them.	3.13	.91	Neutral

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Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
19	The relationship between teachers and students should be knowledge transmitter and acceptor.	2.88	.84	Neutral
20	Students learn best by following teachers' pace and arrangement.	3.46	.82	Neutral
Mean response		2.99	.40	Neutral

*Note.* *n* = 48; response scale is 1 to 5; higher scores indicates more positive towards teacher-centered approach.

From Table 15, it could be seen that, on average, the surveyed Grade 12 EFL intermediate-level students hold neutral beliefs towards the teacher-centered approach.

**Research Objective 2.2**

This objective was to determine Grade 12 advanced-level students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

In order to answer this research objective, data were collected using the Senior High School English as a Foreign Language Students' Beliefs on Teaching Approaches Questionnaire (see Appendix D). The questionnaire examined Grade 12 EFL students' beliefs towards teacher-centered approach. The items related to teacher-centered approach were Items 4,5,9,10,12,13,15,16,18,19,20, which also were rated on 5-point Likert scale (see Table 6, Chapter III).

Table 16 shows the analysis of the teacher-centered approach subscales, both item by item and mean total score.

Table 16

*Analysis of Items Related to Advanced-Level Students' Beliefs Towards Teacher-Centered Approach*

Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
4	English is learned mainly by imitating correct models of the language.	3.09	1.16	Neutral
5	Extensive drill and practice is an effective way to help students learn English.	3.74	1.12	Agree

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Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
9	Teacher lecturing is more effective than students' self-discovery.	3.36	1.05	Neutral
10	Textbook is the most important learning material.	3.30	1.07	Neutral
12	Senior high school entrance examination scores are the main criteria for assessing students' English proficiency.	2.79	1.13	Neutral
13	Tests are the main way to assess student learning.	2.24	1.02	Disagree
15	Teachers must establish authority in order to effectively lead a class.	3.08	1.10	Neutral
16	Secondary school students cannot construct knowledge by themselves, so the best way to learn is by teacher instruction.	2.89	1.01	Neutral
18	Students will be successful in school if they listen to the teachers who know what is best for them.	3.45	1.00	Neutral
19	The relationship between teachers and students should be knowledge transmitter and acceptor.	3.02	1.13	Neutral
20	Students learn best by following teachers' pace and arrangement.	3.69	.87	Agree
Mean response		3.15	.58	Neutral

*Note.* *n* = 87; response scale is 1 to 5; higher scores indicates more positive towards teacher-centered approach.

From Table 16, it could be seen that, on average, the surveyed Grade 12 EFL advanced-level students hold neutral beliefs towards teacher-centered approach.

**Research Objective 3**

This objective was to determine Grade 12 teachers' beliefs towards the learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

In order to answer this research objective, data were collected using the Senior High School English as a Foreign Language Teachers' Beliefs on Teaching Approaches Questionnaire (see Appendix C). The questionnaire examined Grade 12 EFL teachers' beliefs towards learner-centered approach. The items related to learner-centered approach were Items 1, 2, 3, 6, 7, 8, 11, 14, 17, which also were rated on 5-point Likert scale (see Table 6, Chapter III).

Table 17 shows the analysis of the teacher-centered approach subscales, both item by item and mean total score.

Table 17

*Analysis of Items Related to Teachers’ Beliefs Towards Learner-Centered Approach*

Item	Item statement	M	SD	Interpretation
1	It is more important for teachers to consider how to help students “learn” than to consider how to “teach”.	4.26	1.01	Agree
2	The content of English teaching should be relevant to students’ life experience.	4.61	.50	Strongly agree
3	English teachers should move students beyond drill and memorization and give them opportunities to think, explore and express their ideas.	4.52	.59	Strongly Agree
6	Students learn well in peer interaction activities.	4.13	.87	Agree
7	Task-based language teaching (learning by doing approach) works for my English classes.	4.39	.58	Agree
8	My teaching approach is a combination of traditional approach and task-based language teaching (learning by doing).	4.30	.70	Agree
11	Teachers should provide ongoing feedback on student’s learning.	4.30	.70	Agree
14	Students’ performance should be measured by many ways rather than by test scores only.	4.26	.92	Agree
17	It is more important for teachers to guide students to acquire knowledge than to transmit knowledge to students.	4.43	.59	Agree
Mean response		4.36	.43	Positive

Note. n = 23; response scale is 1 to 5; higher scores indicates more positive towards learner-centered approach.

From Table 17, it could be seen that, on average, the surveyed Grade 12 EFL teachers hold positive beliefs towards learner-centered approach.

**Research Objective 4**

This objective was to determine Grade 12 students’ beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan’xi Province, China.

In order to answer this research objective, data were collected using the Senior High School English as a Foreign Language Students’ Beliefs on Teaching Approaches



Questionnaire (see Appendix D). The questionnaire examined Grade 12 EFL students’ beliefs towards learner-centered approach. The items related to learner-centered approach were Items 1, 2, 3, 6, 7, 8, 11, 14, 17, which also were rated on 5-point Likert scale (see Table 6, Chapter III).

Table 18 shows the analysis of learner-centered approach subscales, both item by item and mean total score.

Table 18

*Analysis of Items Related to Students’ Beliefs Towards Learner-Centered Approach*

Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
1	It is more important for teachers to consider how to help students “learn” than to consider how to “teach”.	3.33	.88	Neutral
2	The content of English teaching should be relevant to students’ life experience.	3.57	.83	Agree
3	English teachers should move students beyond drill and memorization and give them opportunities to think, explore and express their ideas.	3.84	.90	Agree
6	Students learn well in peer interaction activities.	3.62	.95	Agree
7	Task-based language teaching (learning by doing approach) works for my English classes.	3.40	1.03	Neutral
8	My teaching approach is a combination of traditional approach and task-based language teaching (learning by doing).	3.60	.82	Agree
11	Teachers should provide ongoing feedback on student’s learning.	3.70	.91	Agree
14	Students’ performance should be measured by many ways rather than by test scores only.	3.93	.97	Agree
17	It is more important for teachers to guide students to acquire knowledge than to transmit knowledge to students.	3.70	.97	Agree
Mean response		3.63	.92	Positive

*Note.* *n* = 48; response scale is 1 to 5; higher scores indicates more positive towards learner-centered approach.

From Table 18, it could be seen that, on average, the surveyed Grade 12 EFL students hold positive beliefs towards learner-centered approach.



Research Objective 4.1

This objective was to determine Grade 12 intermediate-level students’ beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan’xi Province, China.

In order to answer this research objective, data were collected using the Senior High School English as a Foreign Language Students’ Beliefs on Teaching Approaches Questionnaire (see Appendix D). The questionnaire examined Grade 12 EFL students’ beliefs towards learner-centered approach. The items related to learner-centered approach were Items 1, 2, 3, 6, 7, 8, 11, 14, 17, which also were rated on 5-point Likert scale (see Table 6, Chapter III).

Table 19 shows the analysis of the learner-centered approach subscales, both item by item and mean total score.

Table 19  
*Analysis of Items Related to Intermediate-Level Students’ Beliefs Towards Learner-Centered Approach*

Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
1	It is more important for teachers to consider how to help students “learn” than to consider how to “teach”.	3.25	.73	Neutral
2	The content of English teaching should be relevant to students’ life experience.	3.44	.74	Neutral
3	English teachers should move students beyond drill and memorization and give them opportunities to think, explore and express their ideas.	3.90	.83	Agree
6	Students learn well in peer interaction activities.	3.56	.85	Agree
7	Task-based language teaching (learning by doing approach) works for my English classes.	3.46	.97	Neutral
8	My teaching approach is a combination of traditional approach and task-based language teaching (learning by doing).	3.63	.73	Agree
11	Teachers should provide ongoing feedback on student’s learning.	3.73	.92	Agree
14	Students’ performance should be measured by many ways rather than by test scores only.	4.15	.71	Agree

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Item	Item statement	<i>M</i>	<i>SD</i>	Interpretation
17	It is more important for teachers to guide students to acquire knowledge than to transmit knowledge to students.	3.65	.86	Agree
Mean response		3.64	.37	Positive

*Note.* *n* = 48; response scale is 1 to 5; higher scores indicates more positive towards learner-centered approach.

From Table 19, it could be seen that, on average, the surveyed Grade 12 EFL intermediate-level students hold positive beliefs towards learner-centered approach.

**Research Objective 4.2**

This objective was to determine the Grade 12 advanced-level students’ beliefs towards the learner-centered approach in EFL class at one governmental senior secondary school in Shaan’xi Province, China.

In order to answer this research objective, data were collected using the Senior High School English as a Foreign Language Students’ Beliefs on Teaching Approaches Questionnaire (see Appendix D). The questionnaire examined Grade 12 EFL students’ beliefs towards learner-centered approach. The items related to learner-centered approach were Items 1, 2, 3, 6, 7, 8, 11, 14, 17, which also were rated on 5-point Likert scale (see Table 6, Chapter III).

Table 20 shows the analysis of learner-centered approach subscales, both item by item and mean total score.

Table 20

*Analysis of Items Related to Advanced-Level Students’ Beliefs Towards Learner-Centered Approach*

Item	Item Statement	<i>M</i>	<i>SD</i>	Interpretation
1	It is more important for teachers to consider how to help students “learn” than to consider how to “teach”.	3.40	1.02	Neutral
2	The content of English teaching should be relevant to students’ life experience.	3.69	.91	Agree
3	English teachers should move students beyond drill and memorization and give them opportunities to think, explore and express their ideas.	3.78	.97	Agree

(continued)

(continued)

Item	Item Statement	<i>M</i>	<i>SD</i>	Interpretation
6	Students learn well in peer interaction activities.	3.67	1.04	Agree
7	Task-based language teaching (learning by doing approach) works for my English classes.	3.34	1.09	Neutral
8	My teaching approach is a combination of traditional approach and task-based language teaching (learning by doing).	3.57	.91	Agree
11	Teachers should provide ongoing feedback on student's learning.	3.66	.90	Agree
14	Students' performance should be measured by many ways rather than by test scores only.	3.70	1.22	Agree
17	It is more important for teachers to guide students to acquire knowledge than to transmit knowledge to students.	3.74	1.08	Agree
Mean response		3.62	.58	Positive

*Note.* *n* = 87; response scale is 1 to 5; higher scores indicates more positive towards learner-centered approach.

From Table 20, it could be seen that, on average, the surveyed Grade 12 EFL advanced-level students hold positive beliefs towards the learner-centered approach.

The following table shows the summary of teachers', intermediate- and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach.

Table 21

*Summary of Teachers', Intermediate- and Advanced-Level Students' Beliefs Towards Teacher-Centered Approach and Learner-centered Approach*

Group	Teacher-centered approach	Learner-centered approach
Grade 12 teachers	Positive	Positive
Grade 12 intermediate-level students	Neutral	Positive
Grade 12 advanced-level students	Neutral	Positive

**Research Objective 5**

The fifth objective was to identify whether there was a significant difference between Grade 12 teachers' and Grade 12 intermediate- and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

Data collected from two questionnaires were used to answer research objective seven. Such questionnaires were the Senior High School English as a Foreign Language Teachers’ Beliefs on Teaching Approaches Questionnaire (see Appendix C) and the Senior High School English as a Foreign Language Students’ Beliefs on Teaching Approaches Questionnaire (see Appendix D). The data were analyzed by using a one-way ANOVA. Table 23 and Table 24 show the comparison of the total score of different groups of beliefs on teaching approaches. Descriptive statistics include mean and standard deviations of Grade 12 teachers’, intermediate-and advanced-level students’ beliefs towards each teaching approach at one governmental senior secondary school in Shaan’xi Province, China.

Table 22

*Mean and Standard Deviation of Total Score of Teachers’, Students, Intermediate- and Advanced-level Students’ Beliefs Towards Teacher-Centered Approach*

Group categories	<i>M</i>	<i>SD</i>
Teachers	41.91	7.88
Students	33.75	5.42
Intermediate-level students	32.85	4.45
Advanced-level students	34.64	6.39
Total	35.16	6.74

*Note.* There was a significant difference between the groups,  $F(2, 155) = 17.72, p < .001$

Table 23

*Mean and Standard Deviation of Total Score of Teachers’, Students, Intermediate- and Advanced-level Students’ Beliefs Towards Learner-Centered Approach*

Group categories	<i>M</i>	<i>SD</i>
Teachers	39.22	3.825
Students’	32.65	4.27
Intermediate-level students	32.75	3.349
Advanced-level students	32.55	5.187
Total	35.16	5.059

*Note.* There was a significant difference between the groups,  $F(2, 155) = 20.98, p < .001$

A one-way analysis of variance showed that there was a significant difference ( $p < .05$ ) between teachers’ and intermediate- and advanced-level students’ beliefs towards teacher-

centered approach and learner-centered approach at one governmental senior secondary school in Shaan’xi Province, China,  $F(2, 157) = 24.88, p < .001$ .

A post-hoc analysis was conducted on the data to determine which group differed from one another. The researcher used the Scheffe post-hoc analysis to determine the difference, if any, between teachers’ and intermediate- and advanced-level students’ beliefs on each teaching approach. The following Table 24 shows the significance among each groups’ beliefs towards teacher-centered approach between 23 Grade 12 EFL teachers and 135 Grade 12 EFL students at one governmental senior secondary school in Shaan’xi Province, China.

Table 24  
*Results of Post-Hoc Test of Significance Between Teachers and Intermediate and Advanced-Level Students’ Beliefs Towards Teacher-Centered Approach*

Group categories	Group categories	Sig.	Interpretation
Teachers	Intermediate-level students	< .001	There is a significant difference.
	Advanced-level students	< .001	There is a significant difference.
Intermediate-level students	Teachers	< .001	There is a significant difference.
	Advanced-level students	.27	There is no significant difference.
Advanced-level students	Teachers	< .001	There is a significant difference.
	Intermediate-level students	.27	There is no significant difference.

*Note.* The mean difference is significant at the .05 level.

From the Table 24, the results have shown that there was a significant difference between Grade 12 teachers’ beliefs and Grade 12 intermediate- and advanced-level students’ beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan’xi Province, China, because the significance is lower than .001. The results also indicated that there is no significant difference between Grade 12 advanced-level students’ beliefs and Grade 12 intermediated-level students’ beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan’xi Province, China, because the significance is higher than .05.



The following Table 25 shows the significance among each group’s beliefs towards learner-centered approach between Grade 12 EFL teachers and Grade 12 EFL students at one governmental senior secondary school in Shaan’xi Province, China.

Table 25

*Results of Post-Hoc Test of Significance Between Teachers and Intermediate and Advanced-Level Students’ Beliefs Towards Learner-Centered Approach*

Group categories	Group categories	Sig.	Interpretation
Teachers	Intermediate-level students	< .001	There is a significant difference.
	Advanced-level students	< .001	There is a significant difference.
Intermediate-level students	Teachers	< .001	There is a significant difference.
	Advanced-level students	.97	There is no significant difference.
Advanced-level students	Teachers	< .001	There is a significant difference.
	Intermediate-level students	.97	There is no significant difference.

*Note.* The mean difference is significant at the .05 level.

From the Table 25, the results showed that there is a significant difference between Grade 12 teachers’ beliefs and Grade 12 intermediate- and advanced-level students’ beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan’xi Province, China, because the significance is lower than .001. The results also indicated that there is no significant difference between Grade 12 advanced-level students’ beliefs and Grade 12 intermediated-level students’ beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan’xi Province, China, because the significance is higher than .05.

Therefore, the researcher accepted the hypothesis of this study: *There is a significant difference between the Grade 12 teachers’ and the Grade 12 intermediate- and advanced-level students’ beliefs towards the teacher-centered approach and learner-centered approach in EFL class at one governmental senior secondary school in Shaan’xi Province, China.*



Summary

In this chapter, the researcher has presented the main findings. Table 26 and Table 27 show the summary of the main findings.

Table 26

*Summary of the Main Findings of this Study Regarding the Interpretation of Groups Beliefs Towards Each Teaching Approaches*

Group categories' beliefs	Teacher-centered approach	Learner-centered approach
Grade 12 teachers' beliefs	Positive	Positive
Grade 12 students' beliefs	Neutral	Positive
Grade 12 intermediated-level students' beliefs	Neutral	Positive
Grade 12 advanced-level students' beliefs	Neutral	Positive

Table 27

*Summary of the Main Findings of this Study Regarding the Inferential Statistics Used for Data Analysis*

Teaching approaches	Group categories		Sig.	Interpretation
Teacher-centered approach	Teacher	Intermediate-level students	< .001	There is a significant difference
		Advanced-level students	< .001	There is a significant difference
	Intermediate-level students	Teacher	< .001	There is a significant difference
		Advanced-level students	.27	There is no significant difference
	Advanced-level students	Teacher	< .001	There is a significant difference
		Intermediate-level students	.27	There is no significant difference
Learner-centered approach	Teacher	Intermediate-level students	< .001	There is a significant difference
		Advanced-level students	< .001	There is a significant difference
	Intermediate-level students	Teacher	<. 001	There is a significant difference
		Advanced-level students	.97	There is no significant difference
	Advanced-level students	Teacher	< .001	There is a significant difference
		Intermediate-level students	.97	There is no significant difference

*Note.* The mean difference is significant at the .05 level.

In the next chapter, the researcher would show the discussion of the findings by connecting them to previous researches. Chapter V also noted the recommendations and suggestions for Grade 12 EFL students, teachers, administrations and future researchers in this field.



## **CHAPTER V**

### **CONCLUSION, DISCUSSION, AND RECOMMENDATIONS**

The previous chapter reported the findings of this study about the Grade 12 teachers' beliefs and intermediate- and advanced-level students' beliefs towards teacher-centered and learner-centered approaches in EFL class at one governmental secondary school in Shaan'xi Province, China. This chapter presented the summary of this research, including research objectives and research hypothesis, the summary of findings and conclusion part, which included discussion, conclusion and suggestions presented to Grade 12 students, teachers, administrations and future researchers in this field.

#### **Summary of the Study**

This study focused on the teachers' and students' beliefs towards teaching approach, specifically teachers', intermediate- and advanced-level students' beliefs towards teaching approaches. The purposes of this study were to find out what were teachers', intermediate- and advanced-level students' beliefs towards teacher-centered and learner-centered approaches in Grade 12 EFL class at one governmental secondary school in Shaan'xi Province in China and whether there was a significant difference between teachers' beliefs and intermediate- and advanced-level students' beliefs in Grade 12 EFL class at one governmental senior secondary school in Shaan'xi Province in China.

The research objectives were:

1. To determine Grade 12 teachers' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

2. To determine Grade 12 students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

2.1 To determine Grade 12 intermediate-level students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

2.2 To determine Grade 12 advanced-level students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

3. To determine Grade 12 teachers' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

4. To determine Grade 12 students' beliefs towards teacher-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

4.1 To determine Grade 12 intermediate-level students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

4.2 To determine Grade 12 advanced-level students' beliefs towards learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

5. To identify whether there is a significant difference between Grade 12 teachers' and Grade 12 intermediate- and advanced-level students' beliefs towards teacher-centered approach and learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

This study adopted a quantitative research design with the usage of questionnaires in order to investigate the teachers', intermediate- and advanced-level students' beliefs towards teacher-centered and learner-centered approaches in Grade 12 EFL class at one governmental

secondary school in Shaan'xi Province in China and whether there was a significant difference between teachers' beliefs and intermediate- and advanced-level students' beliefs in Grade 12 EFL class at one governmental secondary school in Shaan'xi Province in China.

The data was collected from 23 Grade 12 EFL teachers, 48 Grade 12 EFL intermediate-level students and 87 Grade 12 EFL advanced-level students of the second semester of academic year 2016-2017 from one governmental senior secondary school in Shaan'xi Province in China. The researcher used the descriptive and inferential statistics to analyze the data.

### **Summary of Findings**

There were seven main findings according to the research objectives.

#### **Regarding Research Objective 1**

Grade 12 EFL teachers hold, on average, positive beliefs towards teacher-centered approach at one governmental senior secondary school in Shaan'xi Province, China.

#### **Regarding Research Objective 2**

Grade 12 EFL students hold, on average, neutral beliefs towards teacher-centered approach at one governmental senior secondary school in Shaan'xi Province, China.

##### **Regarding Research Objective 2.1**

Grade 12 EFL intermediate-level students hold, on average, neutral beliefs towards teacher-centered approach at one governmental senior secondary school in Shaan'xi Province, China.

##### **Regarding Research Objective 2.2**

Grade 12 EFL advanced-level students also hold, on average, neutral beliefs towards teacher-centered approach at one governmental senior secondary school in Shaan'xi Province, China.

#### **Regarding Research Objective 3**

Grade 12 EFL teachers hold, on average, positive beliefs towards the learner-centered approach at one governmental senior secondary school in Shaan’xi Province, China.

**Regarding Research Objective 4.1**

Grade 12 EFL students hold, on average, positive beliefs towards learner-centered approach at one governmental senior secondary school in Shaan’xi Province, China.

**Regarding Research Objective 4.1**

Grade 12 EFL intermediate-level students hold, on average, positive beliefs towards learner-centered approach at one governmental senior secondary school in Shaan’xi Province, China.

**Regarding Research Objective 4.2**

Grade 12 advanced-level students also hold, on average, positive beliefs towards learner-centered approach at one governmental senior secondary school in Shaan’xi Province, China.

The following table showed the summary of the research findings from research finding 1 to research finding 4.2.

Table 28

*Summary of the Research Findings from Research Finding 1 to Research Finding 4.2*

Group categories’ beliefs	Teacher-centered approach	Learner-centered approach
Grade 12 teachers’ beliefs	Positive	Positive
Grade 12 students’ beliefs	Neutral	Positive
Grade 12 intermediated-level students’ beliefs	Neutral	Positive
Grade 12 advanced-level students’ beliefs	Neutral	Positive

**Regarding Research Objective 5**

There was a significant difference between Grade 12 teachers’ beliefs and Grade 12 intermediate- and advanced-level students’ beliefs towards teacher-centered approach and



learner-centered approach in EFL class at one governmental senior secondary school in Shaan'xi Province, China.

There was no significant difference between Grade 12 EFL intermediate-level students' beliefs and Grade 12 EFL advanced-level students' beliefs towards both teacher-centered approach and learner-centered approach in EFL class at one governmental school in Shaan'xi Province, China.

## Conclusions

The research conclusions would be presented in this section.

### 1. What are Teachers' Beliefs Towards the Teacher-Centered Approach and Learner-Centered Approach?

From what the study found, Grade 12 EFL teachers hold positive beliefs towards both teacher-centered approach and learner-centered approach. It indicates that teacher-centered approach and learner-centered approach coexist in teachers' daily teaching practices.

In terms of teachers' beliefs towards teacher-centered approach, according to teachers' responses, the highest mean (4.43) was gotten from Item 5, which is that *Extensive drill and practice is an effective way to help students learn English*. The lowest mean (3.13) belongs to Item 13, which is that *Teachers don't think the test is the only way to assess students' learning*. From the highest mean and the lowest mean, it indicates that teachers' beliefs towards teaching approaches are changing, for example, teachers think that test is not the only way to assess students learning but they still hold some traditional beliefs which is that much drill could help students' learning.

In terms of learner-centered approach, the highest mean (4.61) was gotten from Item 2, which is that *The content of English teaching should be relevant to students' life experience*. It indicated that teachers' beliefs are learner-centered. The lowest mean (4.13) belongs to Item 6, which is that *Students learn well in peer interaction activities*. From the highest mean and

the lowest mean of teachers’ beliefs towards learner-centered approach, it could be addressed that teachers’ beliefs towards learner-centered approach still exist some divergence with the constructivist learning theory. For example, teachers gave the lowest scores on the peer learning but they gave the highest mean of combination of teaching with students’ life experience. It indicated that teachers do not accept all constructivist learning principles.

In teachers’ responses about their beliefs towards teacher-centered approach, there are two “neutral” responses (18.2% of the items) and nine “agree” responses (81.8% of the items) out of 11 responses. There is no “strongly agree” among 11 responses. In teachers’ responses about their beliefs towards learner-centered approach, there are two “strongly agree” responses (22.2% of the items) and seven “agree” responses (77.8% of the items) out of the total nine responses. There is no “neutral” among nine responses. The following table would show the total number of teachers’ responses to each teaching approach.

Table 29

*Total Number of Teachers’ Responses to Each Teaching Approach*

Teachers’ responses	Teacher-centered approach	Learner-centered approach
Strongly agree	0	2 (22.2%)
Agree	9 (81.8%)	7 (77.8%)
Neutral	2 (18.2%)	0
Disagree	0	0
Strongly disagree	0	0

*Note.* There are 11 items in teacher-centered subscales and nine items in learner-centered subscale.

From Table 29, it seemed that teachers’ beliefs are more inclined to learner-centered approach, because the mean of score of teachers’ beliefs towards learner-centered approach keep zero on “neutral” scale and more responses and the higher the score in learner-centered approach, the more constructivist the teachers’ beliefs are and the fewer and the lower the score, the more traditional the teachers’ beliefs are. It could be said that the teachers’ beliefs are more consistent with the curriculum reform.

## 2. What Are Intermediate-Level and Advanced-Level Students' Beliefs Towards the Teacher-Centered Approach and Learner-Centered Approach?

From what the study found, both intermediate-level students and advanced-level students hold the same beliefs towards teacher-centered approach and learner-centered approach. They hold the neutral beliefs towards teacher-centered approach and positive beliefs towards learner-centered approach.

For teacher-centered approach, the interesting thing is that the highest mean of intermediate-level students' beliefs (3.56) and advanced-level students' beliefs (3.78) are from the same Item 5, which is that *The extensive drill and practice is an effective way to help students learn English*. The lowest mean which are hold by intermediate level students (2.00) and advanced level students (2.24) are from same Item 13, which is that *Test is the only way to assess student learning*. From what have talked above, is indicates that intermediate-and advanced-level students only accept some of concepts of the teacher-centered approach.

For learner-centered approach, the highest mean, which is hold by the intermediate-level students (4.15), is the Item 14 which is that *Students performance should be measured by many ways rather than by test scores only*. The highest mean, which is hold by advanced-level students (3.78) were from the same Item 3, is that *English teachers should move students beyond drill and memorization and give them opportunities to think, explore and express their ideas*. The lowest mean of score of intermediate-level students' beliefs (3.25) towards learner-centered approach was from Item 1, which is that *It is more important for teachers to consider how to help students "learn" than to consider how to "teach"*. The lowest mean of score of advanced-level students' beliefs (3.34) towards learner-centered approach was from Item 7, which is that *Tasked-based language teaching (learning by doing approach) works for my English classes*. This result shows that different level students have

different disagreement on the learner-centered approach. It also could be addressed that there was the divergence between intermediate-level student beliefs and advanced-level students’ beliefs towards constructivist learning theory.

The following table would show the total number of intermediate- and advanced-level students’ responses to each teaching approach.

Table 30

*Total Number of Intermediate-level Students’ and Advanced-level Students’ Responses to Each Scale of Teaching Approach*

Teachers’ responses	Teacher-centered approach		Learner-centered approach	
	(Intermediate-level students)	(Advanced-level students)	(Intermediate-level students)	(Advanced-level students)
Strongly agree	0	0	0	0
Agree	1	2	6	7
Neutral	8	8	3	2
Disagree	2	1	0	0
Strongly disagree	0	0	0	0

*Note.* There are 11 items in the teacher-centered subscale and nine items in the learner-centered subscale.

From Table 30, for teacher-centered approach, the two groups of students’ beliefs are similarly neutral. For learner-centered approach, it is obvious that the advanced-level students’ beliefs are more positive than those hold by intermediate-level students’ beliefs according to their total number of their responses to each scale. Then, the conclusion could be that the students’ beliefs towards teaching approach are consistent with the curriculum reform.

In summary, from what the researcher talked about above, it is obvious that students hold the same beliefs towards teaching approaches no matter the intermediate-level students or advanced-level students. In other words, the academic achievement level between the students has no influence on their beliefs towards teaching approaches.

**3. Is There a Significant Difference Between the Grade 12 Teachers’ and the Grade 12 Intermediate- and Advanced-Level Students’ Beliefs Towards the Teacher-Centered Approach and Learner-Centered Approach in EFL Class at one Governmental Senior Secondary School in Shaan’xi Province, China?**

There was a significant difference between the Grade 12 teachers’ beliefs and the Grade 12 intermediate- and advanced-level students’ beliefs towards the teacher-centered approach and learner-centered approach in EFL class at one governmental senior secondary school in Shaan’xi Province, China. Just as what the school leaders told the researcher when the researcher distributed the questionnaires, the administration required the teacher could apply the integration of the merits of both teacher-centered approach and learner-centered approach. That is why the researcher could get the result which is that teachers hold positive beliefs towards both teacher-centered approach and learner-centered approach.

From Table 29, it also indicates that there exists a mismatch between teachers’ beliefs and students’ beliefs towards teacher-centered approach and learner-centered approach.

There was no significant difference between Grade 12 intermediate-level students’ beliefs and Grade 12 advanced-level students’ beliefs towards both teacher-centered approach and learner-centered approach in EFL class at one governmental school in Shaan’xi Province, China. This indicates that all the Grade 12 students hold the same beliefs towards the teaching approaches no matter what academic achievement levels.

The following table shows each group’s the highest mean item and lowest mean item from their responses towards each teaching approach.



Table 31

*Each Group’s Highest and Lowest Mean Items from Their Responses Towards Each Teaching Approach*

Subscale	Group	Highest mean of item	Lowest mean of item
Teacher-centered approach	Teacher	5	13
	Intermediate-level student	5	13
	Advanced-level students	5	13
Learner-centered approach	Teacher	2	6
	Intermediate-level student	14	1
	Advanced-level students	3	7

From Table 31, it showed that the highest mean of the item and the lowest mean of the item upon teachers’, intermediate- and advanced-level students’ beliefs keep the same in terms of teacher-centered approach. It indicates that teachers, intermediate- and advanced-level students keep the same beliefs towards teacher-centered approach. However, for learner-centered approach, it is different, these three groups hold different beliefs towards the items of learner-centered approach.

**Discussion**

In this section, a discussion of the findings and conclusions from this study was presented.

For teachers’ beliefs towards teaching approaches, as what the researcher has found, Grade 12 EFL teachers hold positive beliefs towards both teacher-centered approach and learner-centered approach. It also could be said that teachers hold positive beliefs towards teacher-centered approach and learner-centered approach in teaching practice. This is also supported by Zhang and Liu (2014) study, in which they had found that teachers’ beliefs are more inclined towards the learner-centered approach than teacher-centered approach. Also Nunan (1986) mentioned that there is an influence of the concept about the communicative



language teaching and learning on teachers, so teachers' beliefs may have been influenced and changed.

Teachers hold positive beliefs towards teacher-centered approach and learner-centered approach, which indicated that teachers may use the combination of the teacher-centered approach and learner-centered approach in teaching practice. This phenomenon also is supported by the study in Singapore (Goh, Zhang, & Goh, G.H., 2005). Teachers in this study showed that teacher hold more than one prespective of teaching appraoch during teaching.

Although teachers' beliefs are more inclined towards learner-centered approach, from the teachers' responses of questionnaire, EFL teachers still hold some reservations to the learner-centered approach because they do not accept some reform ideas. For example, teachers think students could not learn more from peers. Based on the actual reality of Chinese classroom, there are 50 students and one teacher in every classroom on average. It is very difficult for teacher to organize the whole class in groups and it is also hard for students to learn from peers in the loud atmosphere. It also exists the big challenge for teachers to assist the weak students because of the limited time and larger group students in class.

According to the previous study in Thailand (Olivier, 2005), teachers should be well prepared, thus students could get the successful collaborate learning results. Also teachers could able to challenge the Thai traditional education system if they are very confident. From the findings of this study, teachers hold positive beliefs towards teacher-centered approach, but the item of the lowest mean score of their beliefs towards teacher-centered approach was that teachers don't think the test are the main way to assess student learning. It indicated that teacher also have some reservations towards teacher-centered approach. With the consideration of China education reality, tests are the main tool to assess students' learning. It called upon teachers to challenge this education system step by step. Teachers also need to be

given the big encouragement on changing and integrating various forms of assessment to evaluate students' learning comprehensively from the administration.

In terms of the reason which result in the shift towards learner-centered approach, as what Zhang and Liu (2014) found, it is easier for teachers to change their beliefs if the schools would provide the supportive environment such as the supportive administration, well-trained colleagues, high-achieved students and rich resources. These supportive conditions would have the key influence on teachers' beliefs. The administration called for this curriculum reform at the start of the reform and also organized teachers to get the professional development in some other provinces which have achieved the success in the new curriculum reform. The most important point needed to be mentioned here is that there are fewer resources which could be devoted into teaching in this senior secondary school in Shaan'xi Province, China, based on the true reality of the shortage of the economic support. For example, the classroom cannot provide computer for students to learn online and for teachers to teach. The shortage of equipment and resources in classroom also places an important influence on teachers' beliefs shift, that why the research also got the result that teachers also hold positive beliefs towards teacher-centered approach.

For students' beliefs towards teaching approach, this study also shows that the students hold neutral beliefs towards teacher-centered approach and positive beliefs towards learner-centered-approach. Regardless the students' level, (intermediate-level students or advanced-level students), they hold positive beliefs towards learner-centered approach. Adams and Sargent (2012) showed that the teaching practice has changed significantly by influence of the new curriculum between 2000 and 2007 in the primary school. This shift also showed that the idea of the new curriculum was more active and student-centered. The previous research about EFL students' beliefs towards teaching approach in China is very few. In this study, the results indicate that students' beliefs towards teaching approaches have

changed, assuming they held positive beliefs about the teacher-centered approach, the common teaching approach in China, before the implementation of the NHSCR reform.

From what the research findings show, however, there is the mismatch between teachers' beliefs and students' beliefs towards teacher-centered approach and learner-centered approach. Teachers hold positive beliefs towards both teacher-centered approach and learner-centered approach. Students hold neutral beliefs towards teacher-centered approach and positive beliefs towards learner-centered approach. This result was opposite to a study by Nunan (1986). In his study, students hold traditional perspective, and teachers' perspective was more influenced by the current communicative language teaching. Razmjoo and Riazi (2000) stated that only student could be convinced by the value of CLT principles, thus the practice of CLT principles is tangible. In this study, learners hold positive beliefs towards learner-centered approach. This may indicate that learners are convinced by the value of CLT principles which was put forward by the China Education Ministry on curriculum reform. Therefore, teachers could integrate the learner-centered approach into teaching practice because students also hold positive beliefs towards learner-centered approach. Thus, the practice of CLT principles in this governmental senior secondary school is tangible, the curriculum of the NHSCR could get the intended results.

### **Recommendations**

Based on the results of this study, the following recommendations are presented.

#### **For Students**

Based on the findings of the study, the students hold neutral beliefs towards teacher-centered approach and positive beliefs towards learner-centered approach. The students are recommended to develop more methods to learn by utilization of the new learning tools in

order to cultivate the learning ability and academic achievement. Especially Grade 12 students who embrace the pressure of China university entrance examination should use more diverse learning styles to learn. The important point is that the more strong beliefs they hold, the more learning results they could get.

### **For Teachers**

Based on the findings of the study, teachers hold positive beliefs towards both teacher-centered approach and learner-centered approach. Teachers are recommended to try to accept more new concepts and to foster more professional development related to the NHSCR reform so that their beliefs could be congruent with the new reform. Then the teachers could use the congruent beliefs into the teaching practice. An ideal situation is that teachers could apply the integration of Western constructivist learning theory and behaviorist learning theory as well as the Chinese traditional teaching approach together into the teaching practice, thus the more effective teaching results could be taken out. Teachers also welcomed to ask support from school administration. The more support from outside, the more successes the teacher could get.

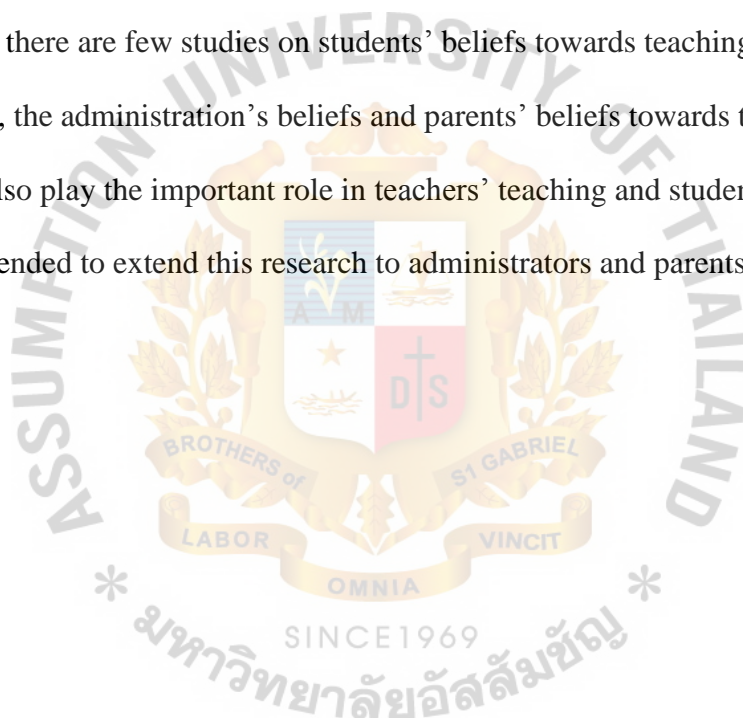
### **For Administrators**

For administrators, it is recommended to support and provide teachers to apply the task-based language teaching and learning into teaching practice. The findings of this study showed that teachers hold positive beliefs towards both teacher-centered approach and learner-centered approach. But the previous research showed that teachers only be well-prepared and self-confident in the challenge of the traditional education and adapting the current communicative language teaching methods, thus the reform could get the successful results. So as the administrators, there is a need to provide teachers with the professional

development. By providing teachers with the theory and pedagogical knowledge, teachers could provide more practical, real situation or activities to students' learning.

### **For Future Researchers**

For the future researchers, it is recommended to implement this research on larger samples, on other schools and on other locations, thus the sample would be more representative. Future researchers also could put more focus on the students' beliefs on teaching approaches, because student' beliefs also play an important role in teaching and learning, but there are few studies on students' beliefs towards teaching approaches. Additionally, the administration's beliefs and parents' beliefs towards the curriculum renovation also play the important role in teachers' teaching and students' learning. Therefore, it is recommended to extend this research to administrators and parents.



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APPENDICES



APPENDIX A

Senior High School English as a Foreign Language Teachers’ Beliefs on Teaching  
Approaches Questionnaire



Senior High School English as a Foreign Language Teachers’ Beliefs on Teaching

Approaches Questionnaire

Dear teacher:

This questionnaire is about Grade 12 English as a Foreign Language teachers’ beliefs on teaching approaches. In order to understand your beliefs as a teacher, please answer the items below by placing a checkmark “√” in the box that best describes your level of agreement or disagreement to each statement, using the five options provided. Please check only one box for each statement. Your answers to this questionnaire will be anonymous.

Thank you for your cooperation with this questionnaire.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. It is more important to consider how to help students ‘learn’ than to consider how to ‘teach’.					
2. The content of English teaching should be relevant to students’ life experience.					
3. English teachers should move students beyond drill and memorization and give them opportunities to think, explore and express their ideas.					
4. English is learned mainly by imitating correct models of the language.					
5. Extensive drill and practice is an effective way to help students learn English.					
6. Students learn well in peer interaction activities.					
7. Task-based language teaching works for my classes.					
8. My teaching approach is a combination of traditional approach and task-based language teaching.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9. Teacher lecturing is more effective than students’ self-discovery.					
10. Textbook is the most important learning material.					
11. Teachers should provide ongoing feedback on student’s learning.					
12. Senior high school entrance examination scores are the main criteria for assessing students’ English proficiency.					
13. Tests are the main way to assess student learning.					
14. Students’ performance should be measured by many ways rather than by test scores only.					
15. Teachers must establish authority in order to effectively lead a class.					
16. Secondary school students cannot construct knowledge by themselves, so the best way to learn is by teacher instruction.					
17. It is more important for teachers to guide students to acquire knowledge than to transmit knowledge to students.					
18. Students will be successful in school if they listen to the teachers who know what is best for them.					
19. The relationship between teachers and students should be knowledge transmitter and acceptor.					
35. Students learn best by following teachers’ pace and arrangement.					

## **Appendix B**

Senior High School English as a Foreign Language Students' Beliefs on Teaching

Approaches Questionnaire



**Senior High School English as a Foreign Language Students’ Beliefs on Teaching Approaches Questionnaire**

Dear student:

This questionnaire is about Grade 12 English as a Foreign Language students’ beliefs on teaching approaches. In order to understand your beliefs as a student, please answer the items below by placing a checkmark “√” in the box that best describes your level of agreement or disagreement to each statement, using the five options provided. Please check only one box for each statement. Your answers to this questionnaire will be anonymous.

Thank you for your cooperation with this questionnaire.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. It is more important for teachers to consider how to help students ‘learn’ than to consider how to ‘teach’.					
2. The content of English teaching should be relevant to students’ life experience.					
3. English teachers should move students beyond drill and memorization and give them opportunities to think, explore and express their ideas.					
4. English is learned mainly by imitating correct models of the language.					
5. Extensive drill and practice is an effective way to help students learn English.					
6. Students learn well in peer interaction activities.					
7. Task-based language teaching (learning by doing approach) works for my English classes.					
8. My teaching approach is a combination of traditional approach and task-based language teaching (learning by doing).					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Disagree
9. Teacher lecturing is more effective than students’ self-discovery.					
10. Textbook is the most important learning material.					
11. Teachers should provide ongoing feedback on student’s learning.					
12. Senior high school entrance examination scores are the main criteria for assessing students’ English proficiency.					
13. Tests are the main way to assess student learning.					
14. Students’ performance should be measured by many ways rather than by test scores only.					
15. Teachers must establish authority in order to effectively lead a class.					
16. Secondary school students cannot construct knowledge by themselves, so the best way to learn is by teacher instruction.					
17. It is more important for teachers to guide students to acquire knowledge than to transmit knowledge to students.					
18. Students will be successful in school if they listen to the teachers who know what is best for them.					
19. The relationship between teachers and students should be knowledge transmitter and acceptor.					
20. Students learn best by following teachers’ pace and arrangement.					



### Appendix C

Senior High School English as a Foreign Language Teachers' Beliefs on Teaching

Approaches Questionnaire (Chinese Version)



高中英语教师对外语教学方法认知的调查问卷

尊敬的各位老师：

此问卷将用于调查高三英语教师对外语教学方法的认知度。请您仔细阅读问卷的每一项，结合您在英语课堂教学的实际情况，思考你对所述内容的实际赞成度，并在后面相应的框子里打√。

提醒一下每项后只能选打一个框；请放心，您对此问卷的答复将是匿名的。

感谢您参与本调查问卷，谢谢您的合作！

	完全 不赞成	不赞成	中立	赞成	完全 赞成
1.学生如何“学”比老师“怎么教”重要。					
2.教学活动应该围绕学习者这一主体展开。					
3. 英语教师应该不止于让学生做练习和记忆，并应该多给他们思考，探索和表达自己想法的机会。					
4.英语主要通过模仿正确的语言表达方式来学习。					
5. 学习外语重要的是大量的重复与练习。					
6.学生在同伴互动活动中学习得很好。					
7.设置任务的语言教学方式在我的英语课堂教学中适用。			*		
8.我的教学方法是将传统方法和设置任务的语言教学方式的结合。					
9.由英语教师讲授教学的效果会大于学生自己摸索知识。					
10.教材是最重要的学习材料。					

(Certified correct Translation)  
.....  
Mr. HuaChun Wu  
RealLearning Center & Translation Institute  
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	完全 不赞成	不赞成	中立	赞成	完全 赞成
11.教师应该对学生的学提供持续的反馈。					
12.高中入学考试成绩是评估学生英语水平的主要标准。					
13. 我只通过学生英语成绩的表现，来评价学生的学习成果。					
14. 进行学习评价时，应该用多种评价方式，而不是依据学校定期考试的分数来评价学生的学习成绩。					
15.教师必须建立权威才能有效地领导一个课堂。					
16.中学生不能自己构建知识，所以最好的学习方法是教师教学。					
17.指导学生获得知识，比向学生传授知识更重要。					
18. 学生若能听从最了解他们的老师指导，将在学校取得成功。					
19.教师和学生之间的关系应该是知识发送者和接受者。					
20. 学生学习最好能跟随教师的教学进度和安排。					

(Certified correct Translation)

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**Appendix D**

Senior High School English as a Foreign Language Students’ Beliefs on Teaching  
Approaches Questionnaire (Chinese Version)



高中生对外语教学方法认知的调查问卷

亲爱的各位同学：

此问卷将用于调查高三学生对外语教学方法的认知度。请同学们仔细阅读问卷的每一项，结合你在英语课堂学习的实际情况，思考你对所述内容的实际赞成度，并在后面相应的框子里打√。

提醒一下每项后只能选打一个框；并请放心，你对此问卷的答复将是匿名的。

感谢你参与本调查问卷，谢谢你的合作！

	完全 不赞成	不赞成	中立	赞成	完全 赞成
1.学生如何“学”比老师“怎么教”重要。					
2.教学活动应该围绕学习者这一主体展开。					
3.英语教师应该不止于让学生做练习和记忆，并应该多给他们思考，探索和表达自己想法的机会。					
4.英语主要通过模仿正确的语言表达方式来学习。					
5.学习外语重要的是大量的重复与练习。					
6.学生在同伴互动活动中学习得很好。					
7.设置任务的语言教学方式（即边做边学的方法）在我们的英语课堂适用。					
8.我们老师的教学方法是将传统方法和设置任务的语言教学方式（即边做边学的方法）的结合。					

(Certified Correct Translation)  
.....  
Mr. HuaChun Wu  
RealLearning Center & Translation Institute  
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	完全不赞成	不赞成	中立	赞成	完全赞成
9. 由英语教师讲授教学的效果会大于学生自己摸索知识。					
10. 教材是最重要的学习材料。					
12. 高中入学考试成绩是评估学生英语水平的主要标准。					
13. 只通过学生英语成绩的表现，来评价学生的学习成果。					
14. 进行学习评价时，应该用多种评价方式，而不是依据学校定期考试的分数来评价学生的学习成绩。					
15. 教师必须建立权威才能有效地领导一个课堂。					
16. 中学生不能自己构建知识，所以最好的学习方法是教师教学。					
17. 指导学生获得知识，比向学生传授知识更重要。					
18. 学生若能听从最了解他们的老师指导，将在学校取得成功。					
19. 教师和学生之间的关系应该是知识发送者和接受者。					
20. 学生学习最好能跟随教师的教学进度和安排。					

(Certified Correct Translation)

Mr. HuaChun Wu


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**Appendix E**

**Certificate of Translation**



ศูนย์สร้างเสริมการเรียนรู้

ศูนย์สร้างเสริมการเรียนรู้ RealLearning Center and Translation Institute ที่อยู่ Address: เลขที่ 134 ซอย รามคำแหง 24 บางกะปิ จังหวัด กรุงเทพฯ 10240  
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เว็บไซต์ Website: [www.realllearning4u.com](http://www.realllearning4u.com)

Letter of Certification

This is to certify that Ms. Xiangqin Bai’s Questionnaires for her Master’s thesis in Assumption University of Thailand were translated and edited into standardized Chinese simplified version by our professional translator from *RealLearning Center & Translation Institute*. The translated version was exactly developed based on the original English one, and a *back-translation* procedure was used for checking the translation validity. Thus, the quality of the translated Chinese version was confirmed herein this letter.

RealLearning Center &  
Translation Institute  
Bangkok, Thailand

Mr. HuaChun Wu  
(The Translator)

February 15<sup>th</sup>, 2017

BIOGRAPHY



Name: Xiangqin Bai

Gender: Female

Nationality: Chinese

Date of Birth: September 5<sup>th</sup>, 1990

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Educational Background

Aug 2015-present Thailand	M.Ed.	Assumption University of Thailand
		Major: Curriculum and Instruction

Sep 2010---Jun 2014 China	B.A.	Xi'an International Studies University of China
		Major: Teaching Chinese as a Foreign Language

---

Working Experience

May-Present Chinese teacher in Concordian International School, Bangkok, Thailand.

May 2016-Sep 2016 Chinese teacher in Lamsalee School, Bangkok, Thailand.

Nov 2015- Mar 2016 *Chinese teacher in Khlong Kum School, Bangkok, Thailand.*

Nov 2014-Jul 2015 *Chinese teacher in high school in Shaan'xi province, China.*

Aug 2014-Oct 2014 *Chinese teacher in Oriental Cultural Academy, Bangkok, Thailand.*

Jan 2014- Mar 2014 *Chinese teacher in Oriental Cultural Academy, Bangkok, Thailand.*

### **Volunteering Experiences**

2011-2013 Volunteer interpreter in Shaanxi History Museum.

May 2013 Volunteer staff of Confucius Institute Headquarters (HanBan)

Jul 2012 Volunteer in CISV (Children International Summer Village) Shaan'xi, China

Jul 2012 Volunteer Chinese teacher in primary School, China.





