

Chapter Four Results

This chapter presents the statistical results according to the research questions of this study. It is composed of four sections. First, the subjects' scores in six perceptual learning style preferences—visual, auditory, kinesthetic, tactile, group, and individual preferences—and in motivational intensity are analyzed to explore their perceptual inclination and motivational intensity level. Second, descriptive statistics were computed to find out students' and teachers' preference for textbook activities, and the relationship between them. Then, the relationship between the subjects' perceptual learning style preferences and textbook activity preference, and the relationship between motivational intensity level and textbook activity preference are investigated. Finally, the relationships of the subjects' textbook activity preferences to background variables, which include English achievement and gender, are presented and discussed.

Results from the Learning Style Questionnaires

In this section, descriptive analysis was performed to investigate the number and percentage of students that belong to each perceptual learning style, the mean and frequency distribution of the subjects' perceptual learning style, and the mean and frequency distribution of motivational intensity. Paired-sample t-test was also adopted to examine if there is any significant difference among each perceptual learning style.

The Perceptual Learning Style Preference

The Perceptual Learning Style Preference Questionnaire (PLSPQ) is used to examine students' perceptual learning style preference when learning a second language, which is English in this study. Descriptive statistics of the PLSPQ were computed to obtain the subjects' perceptual learning style preferences. Concerning the number and percentage of students belong to each perceptual learning style, Table 1

reveals that among the 336 student participants, 24.4 percent (82 students) had auditory preference; 23.2 percent (78 students) had group preference; 15.8 percent (53 students) had kinesthetic preference; 6.8 percent (23 students) had visual preference; 6.5 percent (22 students) had individual preference; and 3.0 percent (10 students) had tactile preference. Students that had more than one major learning style preference are labeled as multiple-style learners. In the present study, 17.6 percent of students had multiple learning styles. Besides, it should be noted that 2.7 percent of students did not have any major learning style.

Table 1

The Percentage and Numbers of Students by Each Perceptual Learning Style

Learning Style	N	Percentage	Rank
Auditory (A)	82	24.4	1
Group (G)	78	23.2	2
Multiple	59	17.6	3
Kinesthetic (K)	53	15.8	4
Visual (V)	23	6.8	5
Individual (I)	22	6.5	6
Tactile (T)	10	3.0	7
No Major Style	9	2.7	8
Total	336	100	

Note. Multiple styles include the following 15 combinations: V+A (4 students), V+K (3 students), V+T (1 student), V+G (1 student), V+I (4 students), A+K (3 students), A+T (7 students), A+G (1 student), A+I (6 students), K+T (14 students), K+G (5 students), K+I (5 students), T+G (1 student), T+I (3 students), and V+K+T (1 student).

Table 2 shows that the means for the six perceptual learning styles ranged from 2.78 to 3.46. The participants preferred auditory learning the most (M=3.46), followed by group learning (M=3.36), kinesthetic learning (M=3.33), visual learning (M=3.02), tactile learning (2.96), and individual learning (M=2.78). The results show that these junior high school students had stronger preference for auditory, group, and

kinesthetic learning styles, tactile learning mode second to the least, and they preferred individual learning mode the least.

Table 2

Descriptive Statistics of the PLSPQ

Style	N	M	SD	Rank Order
Auditory	336	3.46	.61	1
Group	336	3.36	.71	2
Kinesthetic	336	3.33	.76	3
Visual	336	3.02	.60	4
Tactile	336	2.96	.76	5
Individual	336	2.78	.78	6

Notes. 1. N means the number of the valid responses.

2. The maximal mean of each style is five, and the minimum mean is one.

After descriptive statistics of the PLSPQ, the paired-samples t-test was utilized to test if there exists any significant difference among the six perceptual learning modes. Table 3 reveals that the score of auditory preference is significantly higher than kinesthetic, tactile, and individual preferences, the score of kinesthetic preference is significantly higher than tactile and individual preferences, the score of tactile preference is significantly higher than individual preference, the score of group preference is significantly higher than tactile and individual preferences, the score of visual preference is significantly lower than that of auditory, kinesthetic, and group preferences, and the score of individual preference is significantly lower than all the other five leaning style preferences. The result of the comparisons also shows that there is no significant difference between visual and tactile preferences, between auditory and group preferences, and between kinesthetic and group preferences. In a word, the subjects' preference for auditory learning style is significantly higher than other learning styles while their preference for individual learning style is significantly the lowest.

Table 3

Paired-Samples t-test of the Subjects' Perceptual Learning Style Preferences

		Paired Differences				
I	J	Mean	Std. Error Mean	t	Sig.	
Auditory	vs. Visual	4.36*	.47	9.31	.00	
Auditory	vs. Kinesthetic	1.29*	.52	2.47	.01	
Auditory	vs. Tactile	5.01*	.50	10.03	.00	
Auditory	vs. Group	1.00	.54	1.83	.06	
Auditory	vs. Individual	6.82*	.53	12.87	.00	
Group	vs. Visual	3.36*	.56	6.043	.00	
Group	vs. Kinesthetic	.29	.55	.526	.59	
Group	vs. Tactile	4.01*	.55	7.25	.00	
Group	vs. Individual	5.82*	.71	8.21	.00	
Kinesthetic	vs. Visual	3.07*	.52	5.95	.00	
Kinesthetic	vs. Tactile	3.72*	.39	9.49	.00	
Kinesthetic	vs. Individual	5.52*	.59	9.34	.00	
Visual	vs. Tactile	.65	.49	1.32	.18	
Visual	vs. Individual	2.45*	.42	5.83	.00	
Tactile	vs. Individual	1.80*	.56	3.19	.00	

Note. 1. The title "I" and "J" means two variables used to compare their significant differences.

2. $p < .05$; Bonferroni adjustment: $.05/15$

The Motivational Intensity

The Motivational Intensity Questionnaire (MIQ), which yielded internal-consistency reliabilities of .87, is used to examine learners' degree of motivational intensity when learning English. Descriptive statistics of the MIQ were computed to obtain the subjects' motivational intensity degree. The mean score of the 336 participants' motivational intensity is 3.11 (SD=. 861). The higher the score is, the stronger the participants' motivation. Since the highest value in the MIQ is five and the lowest value is one, the results indicates that the participants motivational intensity tends to be only slightly above the average, which indicates that the students may not have strong English learning motivation.

The mean and the frequency distribution of each MIQ item are shown in Table 4. Almost all the items have means higher than the average (3.0) except for items 38, 36, and 34. These three items have lower means than any other items. In Item 38, more than half of the participants (58.9%) reported that they would not “look for as many opportunities to use English as they could”, and only few students (13.4%) would actively “look for as many opportunities to use English as they could.” In Item 36, more than half students (58.9%) would not “try to use English in daily life,” and only 12.8% would actively “try to use English in daily life.” In Item 34, 69% of the participants showed that if they were asked to do an extra English assignment, they would “definitely not volunteer” while only 11.1% of the participants would like to “volunteer to do an extra assignment.” To sum up, most of the items show scores above the average (3.0), however, the total mean of the MIQ does not show that the participants have very strong motivational intensity in learning English since the mean score 3.11 is not very high in a five-point scale.

Table 4

All Participants' MIQ Item Mean Scores

Question Item	N	M	Rank
Q37 Plan to continue studying English	336	3.48	1
Q32 Just skim over English homework	336	3.38	2
Q31 Try to learn English in other place	336	3.26	3
Q35 Always rewrite assignment or correct mistakes	336	3.25	4
Q39 Try to learn English through other sources	336	3.24	5
Q33 Do just enough to get along	336	3.07	6
Q40 Spend extra time improving English	336	3.02	7
Q38 Look for opportunities to use English	336	2.99	8
Q36 Try to use English in daily life	336	2.91	9
Q34 Don't want to do extra assignment	336	2.49	10

Notes. 1. N means the number of the valid responses.

2. The maximal mean of each style is five, and the minimum mean is one.

Results from the Textbook Activity Preference Questionnaire (TAPQ)

This section presents the results of the Textbook Activity Preference Questionnaire (TAPQ) for both the student and teacher participants. Descriptive statistics were first computed to obtain the students' and teachers' overall preferences for textbook activities. According to the result, the teacher participants showed much stronger preference for textbook activities ($M=3.89$, $SD= .26$) than the student participants ($M= 2.94$, $SD= .67$). No statistical procedure was computed to make the comparison between students and teachers' preferences due to the unequal sample size.

In order to have a clear picture of the types of textbook activities that students and teachers preferred, descriptive statistics were computed to see the top ten and bottom ten activities preferred by students and teacher participants.

Students' and Teachers' Top Ten Preferred Activities

Regarding the perceptual learning preference of students and teachers, Table 5 reveals that the student participants preferred auditory activities the most; 70 percent of them are auditory activities. Like students, the teacher participants also preferred auditory activities the most; 70 percent of their top ten preferred activities are auditory activities. Concerning their social learning preference, the student participants showed higher preference for group activities; 60 percent of their top ten preferred activities are group activities.

On the other hand, although both students and teachers preferred auditory activities, half of the top ten preferred activities are different. For example, the student participants preferred to learn grammar through graphic illustration (Item 34), play crossword games (Item31), practice intonation together after CD (Item15), read word conjugation together after CD (Item14), and respond to Qs with provided sentences

(Item 24) while the teacher participants liked more composite activities that require students to write down answers to questions after reading (Item 30), make a sentence following examples (Item 32), and make sentences with pictures (Item7).

Table 5

Students' and Teachers' Top Ten Preferred Activities

	Classification of Activities		Student		Teacher	
	P	S	M	R	M	R
34. Graphic illustration of grammar	V	I	3.48	1		
9. Repeating words after CD or the teacher	A	G	3.41	2	4.27	5
13. Listening to English songs together after CD	A	G	3.40	3	4.55	1
31. Playing crossword games	C (V+T)	I	3.28	4		
28. Singing English songs together	A	G	3.27	5	4.55	1
12. Reading aloud together	A	G	3.26	6	4.55	1
15. Practicing intonation together after CD	A	G	3.21	7		
14. Reading word conjugation together after CD	A	G	3.21	8		
24. Responding to Qs with provided sentences	T	I	3.21	9		
2. True or False Listening Practice	A	I	3.14	10	4.27	5
30. Writing down answers to Qs after reading	C (V+T)	I			4.36	4
32. Making a sentence following examples	C (V+T)	I			4.27	5
29. Discussing pre-reading questions	A	I			4.27	5
7. Sentence making with pictures	C (V+T)	I			4.27	5
1. Reading aloud after CD together	A	G			4.27	5

Notes. 1. Full TAP item description is in Appendix C.

2. The maximal mean of each style is five, and the minimum mean is one.
3. P refers to Perceptual; S refers to Social.
4. V is visual, A is auditory, K is kinesthetic, T is tactile, G is group, I is individual, and C is composite.

Students' and Teachers' Bottom Ten Preferred Activities

Concerning perceptual learning preference, Table 6 shows that both student and teacher participants least preferred composite activities, 60% of the activities least preferred by students and 70% of the activities least preferred by teachers are composite. As to the social learning preference, both students and teachers did not demonstrate high preference for individual activities; 70 percent of the students'

bottom ten preferred activities and 60 percent of the teachers' are individual activities. On the other hand, all of the difficult activities classified by teachers (see Appendix F) are found to appear in the bottom ten activities preferred by both students and teachers.

Compared with the top ten preferred activities, the result of the bottom ten preferred activities displayed only a little difference between the student and teacher participants. Eight items are the same in both the teachers' and students' bottom ten preferred items, which indicates the students participants only showed different preferences for two items compared with the teacher participants. For instance, the student participants did not show positive attitudes toward oral presentation of one's favorites (Item 20) and writing a Christmas card (Item 22) while the teacher participants did not show strong preference for games in groups (Item 23) and responding to questions with provided sentences (Item 24).

Table 6

Students' and Teachers' Bottom Ten Preferred Activities

	Classification of Activities			Student		Teacher	
	P	S	D	M	Rank	M	Rank
5. Reading aloud alone	A	I		2.19	1	3.45	6
16. Story telling based on pictures	C (V+A)	I	*	2.39	2	3.45	7
18. Writing a passage by a picture alone	C (V+T)	I	*	2.43	3	3.36	4
25. Surveying after class and fill in tables	C (V+T)	I		2.44	4	3.45	8
26. Story telling in groups based on pictures	C (V+A)	G	*	2.47	5	3.18	2
27. Paragraph writing in groups about pictures	C (V+T)	G	*	2.51	6	3.27	3
20. Oral presentation of one's favorites	A	I	*	2.60	7		
11. Tongue twister	A	I	*	2.67	8	3.09	1
33. Group writing following examples	C (V+T)	G	*	2.68	9	3.45	9
22. Writing a Christmas card	T	I		2.71	10		
23. Games in groups	K	G				3.36	5
24. Responding to Qs with provided sentences	C (V+T)					3.55	10

Notes. 1. Full TAP item description is in Appendix C.

2. The maximal mean of each style is five, and the minimum mean is one.

3. P refers to Perceptual, S refers to Social, and D refers to Difficulty; difficult activities have a star sign in the column.

4. V is visual, A is auditory, K is kinesthetic, T is tactile, G is group, I is individual, C is composite.

Learning Style and Textbook Activity Preference

Students in this section are divided into six groups according to their perceptual learning modes and social learning modes. According to Reid (1987), visual learners prefer to learn through their eyes; they can remember and understand information and instruction in a more effective way through visual aids. Auditory learners learn more effectively through the ears; they can benefit from activities involving auditory stimuli. Kinesthetic learners like to learn by complete, concrete experience, by being actively involved physically in classroom activities. Tactile learners learn better when they have the opportunities to do hands-on activities, group learners learn more easily when studying with peers or in pairs, and individual learners learn more effectively when studying alone. In the present study, there are 23 visual students, 82 auditory students, 53 kinesthetic students, 10 tactile students, 78 group students, and 22 individual students.

The activities in the Textbook Activity Preference Questionnaire are classified according to the way that students participate in the activities. They are divided into seven types. Visual activities include activities such as reading handouts, reading a text, or learning by pictures, or diagrams, which let students learn through the eyes. Auditory activities require students to participate through the ears, such as listening to audiotapes, lectures, class discussion, reading aloud or moving lips as reading. Kinesthetic activities refer to those in which students have to be physically involved, such as role-playing, games, and field trips. Tactile activities require students to do hands-on activities, such as handling and building models, touching and working with materials, and writing notes or instructions. Composite activities refer to activities that require students to learn through more than one perceptual learning mode. Group activities let students work or study with peers or in pairs, and individual activities ask students to work and learn by themselves. On the other hand, the difficulty level of

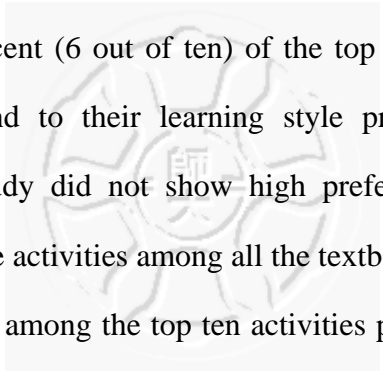
activities is also examined to see if it is related to students' textbook activity preference.

This section presents analyses and results related to the relationship between students' perceptual learning styles and the types of textbook activities they prefer. Students that had multiple learning styles or no major learning style will not be discussed in this section. First, ANOVA was used to see if there is any significant difference between students' textbook activity preference and their perceptual learning styles. The result shows that students' perceptual learning style is significantly related to their overall preference for textbook activities ($F= 8.54$, $p=.00$).

Descriptive analysis was computed to see to what extent students' preferred activities match their perceptual learning style.

The Top Ten Activities by Learning Style

Table 7 reveals that there appears to be over 50% congruity between students' learning style and their preference for textbook activities. Among the top ten activities preferred by visual students, 64 percent (7 out of 11) of the activities are visual activities, which match their visual learning preference. As to the activities preferred by auditory students, 70 percent (7 out of 10) are auditory activities, which shows a higher congruity between style and activity preference than visual students. Unlike visual and auditory students, only ten percent (one out of ten) of the top ten activities preferred by kinesthetic students are kinesthetic activities. Because there are only two kinesthetic activities among all of the textbook activities, the percentage of kinesthetic activity preference is adjusted to 50 percent out of possible choices (1 out of 2). Like auditory students, 70 percent (seven out of ten) of the top ten activities preferred by group students are group activities, which match their learning style preference. For



individual students, 60 percent (6 out of ten) of the top ten activities are individual activities, which correspond to their learning style preference. However, tactile students in the present study did not show high preference for tactile activities. Although there are 13 tactile activities among all the textbook activities, there are only four tactile (40%) activities among the top ten activities preferred by tactile students. There may be other factors that override their learning style, which will be discussed in Chapter 5.

In addition to the congruity between students' learning style preference and the types of textbook activities they preferred, the results reveal that some activities were preferred by students of different learning style preferences. For example, students of six different learning styles all liked to play crossword games and repeat the pronunciation of words after CD or the teacher while students of five learning styles all preferred to learn by graphic illustration of grammar (Item 34) and intonation practice after CD (Item 15).

To sum up, results in the present study show that except kinesthetic and tactile students, students' learning style preference seems congruent with the type of activity they preferred. On the other hand, the results also reveal that some particular activities are preferred by students of different learning styles.

Table 7

Top Ten Preferred Activities by Learning Style

Item	Classification of Activities		Style						
	P	S	V	A	K	T	G	I	
34. Graphic illustration of grammar	V	I	1	2	4		5	1	
31. Playing crossword games	C (V+T)	I	2	7	5	1	4	10	
14. Reading word conjugation together after CD	A	G	3	4			9	7	
30. Writing down answers to Qs after reading	C (V+T)	I	4						
10. Classifying words based on phonics	V	I	5			3			
32. Making a sentence following examples	C (V+T)	I	6					6	
15. Practicing intonation together after CD	A	G	7	6	7	2	6		
9. Repeating words after CD or the teacher	A	G	8	1	10	7	2	3	
21. Filling in after listening with pictures	C (V+A+T)	I	9		8				
19. Describing a picture orally	C (V+A)	I	9						
6. Cloze practice after reading	T	I	9			10		8	
13. Listening to English songs together after CD	A	G		3	1		3	9	
24. Responding to Qs with provided sentences	T	I		5				4	
2. True or False Listening Practice	A	I		8			10	2	
28. Singing English songs together	A	G		9	3	4	7		
29. Discussing pre-reading questions	A	I		10	9				
3. Role-play (the dialogue)	K	G			2				
12. Reading aloud together	A	G			6	8	1		
23. Games in groups	K	G					5		
22. Writing a Christmas card	T	I					6		
17. Transferring the reading into charts	C (V+T)	I					9		
1. Reading aloud after CD	A	G					8	5	
Degree of Style-Activity Agreement (%)			64	70	50	40	70	60	

Notes. 1. V=Visual, A= Auditory, K=Kinesthetic, T=Tactile, G=Group, and I=Individual.

2. Full TAP item description is in Appendix C.

3. P refers to Perceptual; S refers to Social.

4. V is visual, A is auditory, K is kinesthetic, T is tactile, G is group, I is individual, C is composite.

The Bottom Ten Preferred Activities by Learning Style

Concerning the bottom ten activities preferred by students of different learning styles, the results reveal that there exists disagreement between kinesthetic, tactile, and group students' style and their preferences for textbook activities. Table 8 demonstrates that there is no kinesthetic activity among the bottom ten activities preferred by kinesthetic students; only four of the bottom ten activities preferred by

tactile students are tactile activities; and only three of the bottom ten activities preferred by group students are group activities.

However, there seems no apparent disagreement between style and the types of activities preferred by visual, auditory, and individual students. 50% of the bottom ten activities preferred by visual students are visual activities. The bottom activities preferred by auditory students are also activities. The least disagreement of style and agreement is found in individual students; 70 percent of the bottom ten activities preferred by them are individual activities.

Moreover, the results also reveal that there appears more apparent similarity among the bottom ten activities preferred by students of different learning style preferences, which indicates that students of different learning style preferences may not show strong preference for the same activity. For instance, half of the bottom ten activities preferred by students of all learning style modes are the same. They did not show positive attitude toward reading aloud alone (Item 5), telling a story in groups based on pictures (Item 26), writing a paragraph in groups about pictures (Item 27), telling a story based on pictures alone (Item 16), and surveying after class and filling in tables (Item 25). Three of the above five activities are classified as difficult activities (see Appendix F).

Table 8

Bottom Ten Preferred Activities by Learning Style

Item	Classification of Activities			Style					
	P	S	D	V	A	K	T	G	I
5. Reading aloud alone	A	I		1	1	1	7	1	1
26. Story telling in groups based on pictures	C (V+A)	G	*	2	5	4	6	5	2
22. Writing a Christmas card	T	I		3	9			10	7
27. Paragraph writing in groups about pictures	C (V+T)	G	*	4	6	7	1	7	4
23. Games in groups	K	G		5					8
20. Oral presentation of one's favorites	A	I	*	6	7			6	5
16. Story telling based on pictures	C (V+A)	I	*	7	3	2	2	2	3
3. Role-play (the dialogue)	K	G		8			9		
25. Surveying after class and fill in tables	C (V+T)	I		9	2	3	8	4	6
33. Group writing following examples	C (V+T)	G	*	10	10	6		8	
18. Writing a passage by a picture alone	C (V+T)	I	*		4	5	4	3	10
11. Tongue twister	A	I	*		8				9
6. Cloze practice after reading	T	I					8		
8. Sentence making with pictures & reading aloud	C (V+A)	I				9	10		
7. Sentence making with pictures	C (V+T)	I				10	3		
19. Describing a picture orally	C (V+A)	I					5	9	
Degree of Style-Activity Disagreement (%)				50	50	100	60	70	30

Notes. 1. V=Visual, A= Auditory, K=Kinesthetic, T=Tactile, G=Group, and I=Individual.

2. Full TAP item description is in Appendix C.

3. P refers to Perceptual, S refers to Social, and D refers to Difficulty; difficult activities have a star sign in the column.

4. V is visual, A is auditory, K is kinesthetic, T is tactile, G is group, I is individual, C is composite

Motivational Intensity and Textbook Activity Preference

In this section, the student participants are divided into three groups according to their motivational intensity level. Since the mean score of all participants motivational intensity is 3.114 and the standard deviation is 0.861, students whose motivational intensity is above 3.5 ($M + \frac{1}{2} SD$) are classified as the high-MI group, students whose motivational intensity is below 2.7 ($M - \frac{1}{2} SD$) are classified as the

low-MI group, and students whose motivational intensity is above 2.6 ($M - \frac{1}{2} SD$) and below 3.6 ($M + \frac{1}{2} SD$) are classified as the mid-MI group. Table 9 shows that 108 students belong to the high-MI group, 125 students belong to the mid-MI group, and 103 students belong to the low-MI group.

Table 9

MI Groups				
	N	Percent	M	Std Error
High	108	32.1	4.05	.40
Mid	125	37.2	3.11	.24
Low	103	30.7	2.21	.47
Total	336	100		

Notes. 1. N means the number of the valid responses.

2. The maximal mean of each style is five, and the minimum mean is one.

This section presents the analyses and results related to the relationship between students' motivational intensity and their preference for textbook activities. The ANOVA test shows that the F value is 70.88 and the significance is .00, which indicates that students' motivational intensity is significantly related to their overall preference for textbook activities. Table 10 further displays that the high-MI group had significantly higher preference than mid- and low-MI groups, and the mid-MI group had significantly higher preference than the low-MI group.

Table 10

Multiple Comparisons of Textbook Activity Preference by MI groups

I	J	MD (I-J)	Sig
High	Mid	.46*	.00
	Low	.92*	.00
Mid	Low	.47*	.00

Notes. 1. The title "I" and "J" means two variables used to compare their significant differences.

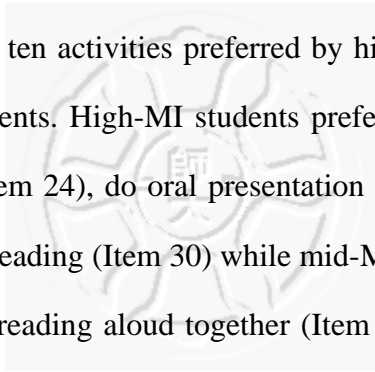
2. The mean difference is significant at the .05 level.

In order to have a clearer picture of the types of activities students of different motivational intensity levels preferred, descriptive analysis was computed to see to what extent the three groups of learners may like different activities.

Top Ten Activities Preferred by High-, Mid-, and Low-MI Students

Based upon perceptual learning mode, Table 11 reveals that among the top ten activities preferred by high-MI students, five of them are auditory activities, three are composite activities (visual + tactile), one is a visual activity, and one is a tactile activity. For mid-MI students, 70 percent (7 out of ten) of their top ten preferred activities are auditory activities, two are composite activities (visual + tactile), and one is a visual activity. Similar to mid-MI students, 70 percent (7 out of ten) of the top ten activities preferred by low-MI students are also auditory activities, one is a composite activity (visual + tactile), one is a visual activity, and one is a kinesthetic activity. In terms of social learning mode, low-MI students are found to have higher preference for group activities; the results show that 70 percent of the top ten activities preferred by low-MI students are group activities. As to the difficulty level of activities, there is only one difficult activity preferred by high-MI students.

According to the results, there seems more difference in the top ten activities preferred by high- and low-MI students; half of the top ten activities preferred by them are different. For instance, students with high motivational intensity preferred to respond to questions with provided sentences (Item 24), read word conjugation together after CD (Item 14), do oral presentation of one's favorites (Item 20), make a sentence following examples (Item 32), and answer questions after reading (Item 30) while students with low motivational intensity liked to do true or false listening practice (Item 2), read aloud together (Item 12), play games in groups (Item 23), sing English songs together (Item 28), and discuss pre-reading questions (Item 29). On the



other hand, three of the top ten activities preferred by high-MI students are different from those by mid-MI students. High-MI students preferred to respond to questions with provided sentences (Item 24), do oral presentation of one's favorites (Item 20), and answer questions after reading (Item 30) while mid-MI students liked true or false listening practice (Item 2), reading aloud together (Item 12), and reading aloud after CD (Item 1). As to the difference between the top ten activities preferred by mid- and low- MI students, three of the activities preferred by them are different. Mid-MI students preferred to read word conjugation together after CD (Item 14), make a sentence following examples (Item 32), and read aloud after CD (Item 1) while low-MI students liked playing games in groups (Item 23), singing English songs together (Item 28), and discussing pre-reading questions (Item 29).

Moreover, some of the top ten activities seem to be preferred by students of different motivational intensity levels. For example, Five of the top ten activities including Item 34 (graphic illustration of grammar), Item 9 (repeat words after CD or the teacher), Item 31 (play crossword games), Item 13 (listen to English songs together after CD), and Item 15 (practice intonation together after CD) are preferred by students of all motivational intensity levels. Besides, Item 14 (read word conjugation together after CD) and Item 32 (make a sentence following examples) are preferred by both high- and mid-MI students; and Item 2 (true or False Listening Practice) and Item 12 (read aloud together) are preferred by both mid- and low-MI students. Besides, it should also be noted that even for the top ten activities, low-MI students did not express high preference (the highest mean is 3.0, within the range of one and five), which indicates that low-MI students may not have strong preference for any of the textbook activities.

Table 11

The Top Ten Preferred Activities by Motivational Intensity

TAP Item	Classification of Activities			High		Mid		Low	
	P	S	D	M	R	M	R	M	R
34. Graphic illustration of grammar	V	I		4.2	1	3.5	1	2.7	7
9. Repeating words after CD or the teacher	A	G		3.9	2	3.4	2	2.9	2
31. Playing crossword games	C (V+T)		I	3.9	3	3.3	4	2.9	3
13. Listening to English songs together after CD	A	G		3.9	4	3.4	3	2.8	4
24. Responding to Qs with provided sentences	T	I		3.9	5				
15. Practicing intonation together after CD	A	G		3.8	6	3.2	5	2.6	10
14. Reading word conjugation together after CD	A	G		3.8	7	3.2	6		
20. Oral presentation of one's favorites	A	I	*	3.7	8				
32. Making a sentence following examples	C (V+T)		I	3.7	9	3.2	8		
30. Writing down answers to Qs after reading	C (V+T)		I	3.6	10				
2. True or False Listening Practice	A	I				3.2	7	2.7	5
12. Reading aloud together	A	G				3.2	9	3.0	1
1. Reading aloud after CD	A	G				3.1	10		
23. Games in groups	K	G						2.7	6
28. Singing English songs together	A	G						2.7	8
29. Discussing pre-reading questions	A	I						2.6	9

Notes. 1. The maximal mean of each MI level is five, and the minimum mean is one.

2. Full TAP item description is in Appendix C.

3. P refers to Perceptual; S refers to Social.

4. V is visual, A is auditory, K is kinesthetic, T is tactile, G is group, I is individual, C is composite.

Bottom Ten Activities Preferred by High-, Mid-, and Low-MI Students

In terms of perceptual learning mode, Table 12 reveals that among the bottom ten activities preferred by high-MI students, six of them are composite activities (visual+ auditory, visual + tactile), two are auditory activities, one is a tactile activity and the other one is a kinesthetic activity. Similar to high-MI students, six of the bottom ten activities preferred by mid-MI students are also composite activities (visual+ auditory, visual + tactile), three are auditory activities, and one is a tactile activity. For low-MI students, seven of their bottom ten activities are composite

activities (visual+ auditory, visual + tactile), and the other three are auditory activities. Concerning the social learning mode, all of the three groups did not show high preference for individual activities because 60 percent (6 out of ten) of the bottom activities preferred by high-MI students and 70 percent (7 out of ten) preferred by mid- and low-MI students are individual activities. As to the difficulty level, all of the seven difficulty activities marked out by teachers (see Appendix) appeared in the bottom ten activities preferred by mid- and low-MI students, and there are also six difficult activities in the bottom ten activities preferred by high-MI students. This may indicate that students of all motivational intensity levels had negative attitudes towards difficult activities.

On the other hand, there appears less difference among the bottom ten activities preferred students of different MI groups than among the top ten activities. Among the bottom ten activities preferred by high-MI students, only one activity is different from those preferred by mid-MI students. Unlike mid-MI students, high-MI students did not show high preference for games in groups (Item 23) while mid-MI students did not show positive attitude toward oral presentation of one's favorites (Item 20). As to the activities least preferred by high- and mid-MI students, there are only two different activities. High-MI students did not show high preference for games in groups and (Item 23) and hands-on activities (Item 62) while low-MI students did not show high preference for oral presentation of one's favorites (Item 20) and sentence making with pictures (Item 7). For the activities least preferred by mid- and low-MI students, there is only one different activity. Mid-MI students did not express high preference for hands-on activities while low-MI students did not show high preference for sentence making with pictures.

The results of Table 17 show that there seems more similarity among the bottom ten activities preferred by the MI groups than among the top ten activities.

Eight of the bottom ten activities are preferred by all of the MI groups. For example, all of the MI groups did not express high preference for paragraph writing in groups about pictures (Item 27), surveying after class and filling in tables (Item 25), writing a passage by a picture alone (Item 18), and group writing following examples (Item 33), all of which are the combination of visual and tactile activities. They also did not show high preference for tongue twisters (Item 11) and reading aloud alone (Item 5), which are auditory and individual activities. Moreover, all of the MI groups did not show positive attitude toward two activities that are the combination of visual and auditory activities, which include Item 16 (story telling based on pictures alone) and Item 26 (story telling based on pictures in groups).

Table 12

The Bottom Ten activities by Motivational Intensity

TAP Item	Classification of Activities			High	Mid	Low
	P	S	D	Rank	Rank	Rank
5. Reading aloud alone	A	I		1	1	1
16. Story telling based on pictures	C (V+A)	I	*	2	3	4
26. Story telling in groups based on pictures	C (V+A)	G	*	3	6	6
27. Paragraph writing in groups about pictures	C (V+T)	G	*	4	7	8
25. Surveying after class and fill in tables	C (V+T)	I		5	5	3
18. Writing a passage by a picture alone	C (V+T)	I	*	6	2	2
11. Tongue twister	A	I	*	7	10	9
22. Writing a Christmas card	T	I		8	8	
23. Games in groups	K	G		9		
33. Group writing following examples	C (V+T)	G	*	10	9	5
20. Oral presentation of one's favorites	A	I	*		4	10
7. Sentence making with pictures	C (V+T)	I				7

Notes. 1. The maximal mean of each MI level is five, and the minimum mean is one.

2. Full TAP item description is in Appendix C.

3. P refers to Perceptual, S refers to Social, and D refers to Difficulty; difficult activities have a star sign in the column.

4. V is visual, A is auditory, K is kinesthetic, T is tactile, G is group, I is individual, C is composite.

Relationships of Textbook Activity Preferences to Background Variables

This section presents the relationships of textbook activity preference to background variables. Analyses of Variance (ANOVA) and Independent-Samples t-test were computed. The section is further divided into 2 parts. The first part deals with the relationship between students' textbook activity preference and their English achievement. The second part examines gender difference in textbook activity preference.

Relationship between English Achievement and Textbook Activity Preference

In the researcher's school, students of different achievement levels are distributed randomly in each class; therefore, in this section, students are divided into three groups according to their English final course grades. High-achievers refer to those whose scores are the first ten among all the students in each English class, mid-achievers the middle ten, and low achievers the last ten. ANOVA (Analysis of Variance) was used to compare students' preference for textbook activities among high-, mid-, and low achievers. Table 13 shows that High-achievers expressed the highest preference for textbook activities while low achievers displayed the lowest preference.

Table 13

Textbook Activity Preferences among High-, Mid-, and Low achievers

	N	Mean	Std. Error
High	110	3.21	0.06
Mid	121	2.93	0.05
Low	105	2.62	0.07
Total	336	2.93	0.04

Notes. 1. N means the number of the valid responses.

2. The maximal mean of each style is five, and the minimum mean is one.

The result of the ANOVA test shows that the F value is 22.06, and the significance is .00, which confirms that there are significant differences among students of different achievement levels. To further explore the relationship between achievement levels and textbook activity preference, Multiple Comparisons (Tukey HSD in the study) were used to compare the differences. Table 14 reveals that high-achievers had significantly stronger preference for textbook activities than both mid- and low achievers while low achievers had significantly lower motivational intensity than both high- and mid-achievers.

Table 14

Multiple Comparisons of Textbook Activity Preference in Different Achievement Levels

I	J	MD (I-J)	Std. Error	Sig.
High	Mid	0.28 *	0.08	0.002
	Low	0.59*	0.09	0.000
Mid	Low	0.31 *	0.09	0.001

Notes. 1. The title "I" and "J" means two variables used to compare their significant differences.

2. The mean difference is significant at the .05 level.

In order to have a clear picture of the difference in activities preferred among students of different English achievement levels, the mean and the frequency distribution of each TAPQ item were computed to examine if there is any difference in the top ten activities and the bottom ten ones preferred by students that had different proficiency levels.

Top Ten Preferred Activities by Achievement Levels

Concerning perceptual learning mode, Table 15 display that among the top ten activities preferred by high-achievers, 60 percent (six out ten) are auditory activities, two are the composite of visual and tactile, one is a visual activity, and one is a tactile activity. For mid-achievers, 70 percent (7 out of ten) of their top ten preferred activities are auditory activities, one is the composite of visual and tactile, one is a visual activity, and one is a tactile activity. As to low achievers, 50 percent of the top ten activities they preferred are also auditory activities, two are composite activities (visual + tactile, visual + auditory), two are visual activities, and one is a kinesthetic activity. Based upon social learning mode, 60 percent of the top ten activities preferred by mid-achievers and low achievers are group activities.

Besides, according to Table 21, there appears to be only a little difference in the top ten activities preferred by high- and mid-achievers and by mid- and low achievers. High-achievers preferred two items that are different from those preferred by mid-achievers; for example, high-achievers preferred to make a sentence following examples (Item32) and read aloud after CD (Item 41) while mid-achievers preferred to repeat pronunciation of words after CD or the teacher (Item 49) and read aloud the reading text together (Item 52). Mid-achievers liked three items that are different from those preferred by low achievers; for instance, mid-achievers preferred to respond to questions with provided sentences (Item 24), read word conjugation together after CD (Item 14), and do true or false listening practice (Item 2) while low achievers liked playing games in groups (Item 23), classifying words based on phonics (Item 10), and predicting with pre-reading questions or pictures (Item 4). On the other hand, there seems more difference between the top ten activities preferred by high- and low achievers; half of the top ten activities preferred by them are different. High-achievers preferred to respond to questions with provided sentences (Item 24), read word

conjugation together after CD (Item 14), do true or false listening practice (Item 2), make a sentence following examples (Item 32), and read aloud after CD (Item 1) while low achievers liked repeating words after CD or the teacher (Item 9), reading aloud together (Item 12), playing games in groups (Item 23), classifying words based on phonics (Item 10), and predicting with pre-reading questions or pictures (Item 4).

Except for the difference, Table 15 also shows that there appears some similarity in the top ten activities preferred by students of different achievement levels. For example, five of the activities are preferred by students of all achievement levels, which includes graphic illustration of grammar (Item 34), listening to English songs together after CD (Item 13), singing English songs together (Item 28), playing crossword games (Item 31), and practicing intonation together after CD (Item 15). Besides, Item 24 (respond to questions with provided sentences), Item 14 (read word conjugation together after CD), and Item 2 (do true or false listening practice) are preferred by both high- and mid-achievers; and Item 9 (repeat words after CD or the teacher) and Item 12 (read aloud together) are preferred by both mid- and low achievers. Moreover, the results also reveal that eight of the mean scores of the top ten activities preferred by low achievers are below the average (within the range of one and five), which indicates low achievers only demonstrated positive preference for two of the textbook activities.

Table 15

Top Ten Activities by Achievement Levels

Item	Classification of Activities		High		Mid		Low	
	P	S	M	R	M	R	M	R
34. Graphic illustration of grammar	V	I	4.1	1	3.3	3	2.8	8
13. Listening to English songs together after CD	A	G	3.8	2	3.3	4	3.0	4
28. Singing English songs together	A	G	3.6	3	3.1	10	2.9	5
24. Responding to Qs with provided sentences	T	I	3.6	4	3.2	6		
31. Playing crossword games	C (V+T)	I	3.6	5	3.4	2	3.0	3
14. Reading word conjugation together after CD	A	G	3.6	6	3.2	7		
15. Practicing intonation together after CD	A	G	3.6	7	3.2	8	2.9	7
2. True or False Listening Practice	A	I	3.6	8	3.2	9		
32. Making a sentence following examples	C (V+T)	I	3.5	9				
1. Reading aloud after CD	A	G	3.4	10				
9. Repeating words after CD or the teacher	A	G			3.5	1	3.2	1
12. Reading aloud together	A	G			3.3	4	3.1	2
23. Games in groups	K	G					2.9	6
10. Classifying words based on phonics	V	I					2.7	9
4. Predicting with pre-reading Qs or pictures	C (V+A)	I					2.7	10

Notes. 1. The maximal mean of each style is five, and the minimum mean is one.

2. Full TAP item description is in Appendix C.

3. P refers to Perceptual; S refers to Social.

4. V is visual, A is auditory, K is kinesthetic, T is tactile, G is group, I is individual, C is composite.

The Bottom Ten Activities by Achievement Levels

Based upon perceptual learning mode, Table 16 shows that among the bottom ten activities preferred by high-achievers, six of them are composite activities (visual + auditory, visual + tactile), two of them are auditory activities, one is a kinesthetic activity, and one is a tactile activity. For the ten activities least preferred by mid-achievers, six of them are also composite activities (visual + auditory, visual + tactile), three of them are auditory activities, and one is a tactile activity. As to low achievers, seven of the bottom activities preferred by them are composite activities (visual +

auditory, visual + tactile), two are auditory activities, and one is a tactile activity. In terms of social learning mode, students with different achievement levels all seem to have negative preference for individual activities; 60 percent of the bottom ten activities preferred by high-achievers, 80 percent preferred by mid-achievers, and 70 percent preferred by low achievers are individual activities.

In addition to the types of activities least preferred by students of different achievement levels, the results of Table 16 reveal that there is only a little difference among the bottom ten activities preferred by students of different achievement levels. Two of the bottom ten activities preferred by high-achievers are different from those preferred by mid-achievers; high-achievers did not express high preference for group writing following examples (Item 33) and games in groups (Item 23) while mid-achievers did not have high preference for oral presentation of one's favorites (Item 20) and sentence making with pictures (Item 7). As to the difference between high- and low achievers, three of the bottom ten activities preferred by high-achievers are different from those preferred by low achievers. For example, high-achievers did not express high preference for writing a Christmas card (Item 22), tongue twisters (Item 11), and games in groups (Item 23) while low achievers did not show high preference for oral presentation of one's favorites (Item 20), cloze practice after reading (Item 6), and describing a picture orally (Item 19). For the difference between mid- and low achievers, three of the bottom ten activities preferred by mid-achievers are different from those preferred by low achievers. Mid-achievers did not show high preference for writing a Christmas card (Item 22), tongue twisters (Item 11), and sentence making with pictures (Item 7) while low achievers did not express high preference for group writing following examples (Item 33), cloze practice after reading (Item 6), and describing a picture orally (Item 19).

Except for the different activities least preferred by students of different achievement levels, there appears more similarity in the bottom ten activities preferred by them. For example, six of the bottom activities are preferred by students of all achievement levels, which includes reading aloud alone (Item 5), surveying after class and filling in tables (Item 25), story telling in groups based on pictures (Item 26), story telling based on pictures (Item 16), paragraph writing in groups about pictures (Item 27), and writing a passage by a picture alone (Item 18). Besides, both high- and mid-achievers did not express high preference for writing a Christmas card (Item 22) and tongue twisters (Item 11), both high- and low achievers did not show high preference for group writing following examples (Item 33), and both mid- and low achievers showed negative preference for oral presentation by oneself (Item 20).

Table 16

Bottom Ten Activities by Achievement Levels

Item	Classification of Activities			High	Mid	Low
	P	S	D	Rank	Rank	Rank
5. Reading aloud alone	A	I		1	1	1
25. Surveying after class and fill in tables	C (V+T)	I		2	6	5
26. Story telling in groups based on pictures	C (V+A)	G	*	3	5	6
16. Story telling based on pictures	C (V+A)	I	*	4	2	3
27. Paragraph writing in groups about pictures	C (V+T)	G	*	5	4	7
18. Writing a passage by a picture alone	C (V+T)	I	*	6	3	2
22. Writing a Christmas card	T	I		7	9	
11. Tongue twister	A	I	*	8	8	
33. Group writing following examples	C (V+T)	G	*	9		4
23. Games in groups	K	G		10		
20. Oral presentation of one's favorites	A	I	*		7	9
7. Sentence making with pictures	C (V+T)	I			10	
6. Cloze practice after reading	T	I				8
19. Describing a picture orally	C (V+A)	I				10

Notes. 1. The maximal mean of each style is five, and the minimum mean is one.

2. Full TAP item description is in Appendix C.

3. P refers to Perceptual, S refers to Social, and D refers to Difficult.

4. V is visual, A is auditory, K is kinesthetic, T is tactile, G is group, I is individual, C is composite.

Relationship between Gender and Textbook Activity Preference

Descriptive statistics show that female students in the present study had higher preference (M= 3.03) than male students. (M= 2.85). According to the result of the Independent--Samples t-test, the t value is 2.55 and the significance level is .01, which indicates that female students had significantly higher preference than male students.

In order to have a clear picture of the types of activities preferred by male and female students, the mean score of each TAPQ item was computed to examine if there is any difference in the top ten activities and the bottom ten ones preferred by students of different genders.

The Top Ten Activities by Gender

Regarding the perceptual learning mode, Table 17 reveals that the types of activities preferred by male and female students are the same. Both of them preferred seven auditory activities, one composite of visual and tactile, one visual activity, and one tactile activity. As to the social learning mode, both of them showed high preference for group activities; 60 percent of the top ten activities preferred by them are group activities. Moreover, nine of the top ten activities preferred by male and female students are the same, which indicates that there is only a little difference between them. Male students liked reading aloud after CD (Item 1) while female ones preferred to sing English songs together (Item 28).

Also, it should be noted that among the top ten preferred activities, male students did not show strong preference for half of their top ten preferred activities with the mean scores slightly over the average. This indicates that in fact, male students did not prefer to learn English by responding to questions with provided sentences (Item 24), true or false listening practice (Item 2), reading word conjugation together after

CD (Item 14), practicing intonation together after CD (Item 15), and reading aloud after CD (Item 1).

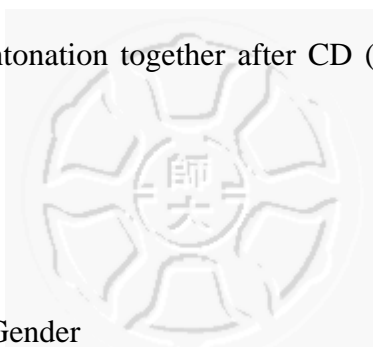


Table 17

The Top Ten Activities by Gender

Item	Classification of Activities		Male		Female	
	P	S	M	Rank	M	Rank
34. Graphic illustration of grammar	V	I	3.3	1	3.6	1
31. Playing crossword games	C (V+T)	I	3.2	2	3.5	5
9. Repeating words after CD or the teacher	A	G	3.2	3	3.5	4
12. Reading aloud together	A	G	3.2	4	3.3	9
13. Listening to English songs together after CD	A	G	3.2	5	3.6	2
24. Responding to Qs with provided sentences	T	I	3.1	6	3.2	10
2. True or False Listening Practice	A	I	3.1	7	3.3	8
14. Reading word conjugation together after CD	A	G	3.0	8	3.3	7
15. Practicing intonation together after CD	A	G	3.0	9	3.4	6
1. Reading aloud after CD	A	G	3.0	10		
28. Singing English songs together	A	G			3.5	3

Notes. 1. The maximal mean of each style is five, and the minimum mean is one.

2. Full TAP item description is in Appendix C.

3. P refers to Perceptual; S refers to Social.

4. V is visual, A is auditory, K is kinesthetic, T is tactile, G is group, I is individual, C is composite.

The Bottom Ten Activities by Gender

Based upon perceptual learning mode, Table 18 shows that the types of activities least preferred by male and female students are almost the same. Male students did not show high preference for six composite activities (visual + auditory, visual + tactile), three auditory activities, and one tactile activity. On the other hand, female students showed low preference for seven composite activities (visual + auditory, visual + tactile), and three auditory activities. As to social learning mode, both male and female students least preferred individual activities; 70 percent of their bottom ten

preferred activities are individual activities. In terms of difficulty level, both male and female students showed negative attitudes towards all of the seven difficult activities classified by teachers (see Appendix F).

Similar to the top ten activities, 90 percent of the bottom activities preferred by male and female students are the same, which indicates that there is no apparent difference between the bottom ten activities they preferred. Only one of the bottom ten activities preferred by male students is different from that preferred by female ones. Male students did not express high preference for taking part in hands-on activities, such as writing a Christmas card (Item 22) while female students did not have high preference for sentence making with pictures and reading aloud (Item 8).

Table 18

The Bottom Ten Activities by Gender

Item	Classification of Activities			Male	Female
	P	S	D	Rank	Rank
5. Reading aloud alone	A	I		1	1
16. Story telling based on pictures	C (V+A)	I	*	2	2
18. Writing a passage by a picture alone	C (V+T)	I	*	3	5
27. Paragraph writing in groups about pictures	C (V+T)	G	*	4	6
25. Surveying after class and fill in tables	C (V+T)	I		5	3
26. Story telling in groups based on pictures	C (V+A)	G	*	6	4
20. Oral presentation of one's favorites	A	I	*	7	7
11. Tongue twister	A	I	*	8	9
22. Writing a Christmas card	T	I		9	
33. Group writing following examples	C (V+T)	G	*	10	7
8. Sentence making with pictures & reading aloud	C (V+A)	I			9

Notes. 1. The maximal mean of each style is five, and the minimum mean is one.

2. Full TAP item description is in Appendix C.

3. P refers to Perceptual, S refers to Social, and D refers to Difficulty; difficult activities have a star sign in the column.

4. V is visual, A is auditory, K is kinesthetic, T is tactile, G is group, I is individual, C is composite.

Data from Responses to Open-ended Questions

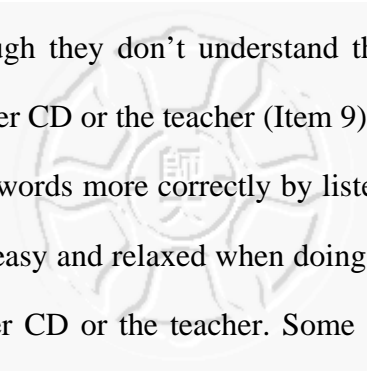
This section presents the data collected from the open-ended questions in the Textbook Activity Preference Questionnaire (TAPQ) for students and for teachers.

Data from the TAPQ for Students

The open-ended question at the end of the TAPQ asked students to express their opinions freely about why they like or dislike an activity. The reasons why students preferred the activities are as follows:

Many students said they liked listening to (Item 13) or singing English songs together (Item 28) because they feel relaxed and happy when listening to music in the class, listening to English songs gives them a break among all the practice and tests the teacher gave them, and they hope the teacher can give them more opportunities to listen to English songs. Some of them preferred to sing English songs together because they like to sing songs, either in English or in Chinese, and they would feel very happy when they sing songs with classmates. However, although many students liked songs, some of them did not like the childish chants in the textbook. Besides, many students preferred to play crossword games (Item 31), some students thought it is challenging to play crosswords, and some thought it is easy and fun to play crosswords because they don't have to spell the words by themselves; they just need to circle the words they find out. Despite that some students did not like to learn grammar or do sentence pattern practice in class, many of them liked to learn through graphic illustration of grammar (Item 34) because they thought it easier to learn grammar through charts or illustrations to have a clearer understanding of it.

Besides, some students preferred some of the activities, such as true or false listening practice (Item 2) because they think it is really easy. Also, there are only two possible choices in this activity, and students can have one-second possibility to guess



the right answers even though they don't understand the questions. Some students preferred to repeat words after CD or the teacher (Item 9) for similar reasons; they can learn how to pronounce the words more correctly by listening and repeating after CD or the teacher and they feel easy and relaxed when doing this kind of activity because they just have to repeat after CD or the teacher. Some students liked reading aloud together (Item 12) because they can learn how to read the dialogue or reading text by listening to their classmates and will not be easily noticed by the teacher and feel more relaxed when we read aloud together. Moreover, some students liked games in groups (Item 23) because they think it is fun to play games in class and they would feel more relaxed and don't have to care about grades or making mistakes when playing games. Some students preferred to respond to questions with provided sentences (Item 24) because it is really easy to do the activity with provided choices above; when they don't know how to spell the words or write the sentences, they can just copy down the provided answers. A few students liked to do oral presentation of their favorite singers or movies (Item 20) because they like to share the information about their favorites with their classmates so as to let their classmates know more about them.

As to the activities disliked by students, some students did not like the activities that require them to speak in front of the class alone by themselves because they would feel nervous to speak in front of the class, they were afraid of being laughed by others when speaking, they thought the activities were too difficult, and they were not confident of their English speaking ability. For example, they did not like to do role-play (Item 3), to read aloud alone (Item 5), to do tongue twisters (Item 11), and to tell a story based on pictures (Item 16). Besides, some students disliked the activities that ask them to write beyond sentence level and that seem too difficult for them to complete. For instance, they did not prefer to write a passage by a picture

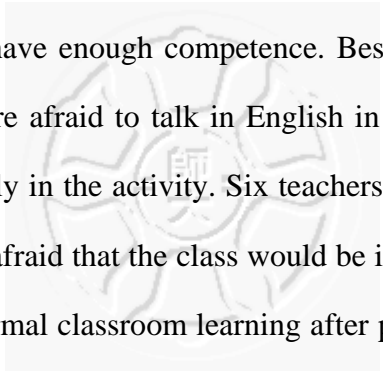
alone (Item 18), to write a paragraph in groups about pictures (Item 27), or to write in groups following examples (Item 33).

Moreover, some students did not like to make sentences with pictures (Item 8) because some thought it boring to do so many sentence pattern exercises while some thought it too easy for they have already learned about those in cram school. Some students did not like to survey after class and fill in tables (Item 25) because they have to go to cram school right after school and did not have time to do the assignment at home. Although many students like to send each other Christmas cards (Item 22), they did not like to make a card by themselves for they could not draw well or they don't know what to write in the card. Also, a few students did not like to play games in groups (Item 23) because the class is always in a mess and very noisy, and some of the students thought it a waste of time to play games in class because they could learn nothing from it.

Data from the TAPQ for Teachers

Responses to the open question showed that 73% (8 out of 11) of the teacher participants admitted that they had sometimes skipped some of the textbook activities for the coming monthly exam in order to let student have more time preparing for the exam.

For example, six of the teachers skipped Items 26, which requires students to tell stories in groups based on pictures because it is time-consuming to wait for students to complete the activity and some students would start to chat or make noises instead of discussing their work. They also felt it hard to place students in appropriate groups. If it's a homogeneous group, high-competence groups would perform well; however, other groups might achieve nothing because they don't know have enough competence. If it's a heterogeneous group, the heavy load may be put on only a few



students in the group that have enough competence. Besides, some students in their classes are not able to or are afraid to talk in English in front of the class, and they might not participate actively in the activity. Six teachers skipped Item 23 (Games in groups) because they were afraid that the class would be in a mess and it was difficult to draw students back to formal classroom learning after playing games; thus, if there were time pressure, they would skip this activity first. Five teachers skipped Items 27 and 16, which ask students to write a paragraph in groups about pictures or to tell a story based on picture by oneself because it is nearly impossible for most of their students to look at a picture and tell a story at once. Sometimes they just remained silent on the stage. Therefore, if they had time to do this activity, they would usually ask some high-achievers to demonstrate in front of the class. However, although they seldom do this activity in class because of the time limit, some of them think this kind of activity is good for students because they can develop students' creativity and can give students more opportunities to practice speaking English. On the other hand, writing beyond sentence level is difficult for many students in many teachers' classes. Since it's time-consuming to do this activity, some teachers would just ask students to do it as homework.

Four teachers skipped Item 18, which requires students to write a passage by a picture alone. As mentioned above, this kind of activity is time-consuming and some students did not like to write because the BCT would not test their writing ability. Three teachers skipped Items 10, 11, and 33, in which students have to classify words based on phonics, to do tongue twisters, or to write following examples in groups. As to Items 10, some teachers thought the activity is not challenging for students because the answers are just above the questions. For Item 11, some teacher felt it difficult for some of their students to play tongue twisters although it might be fun. In terms of Item 33, some teachers thought that many students did not think writing is important

and were often impatient when doing writing activities; and since there are few activities in the textbook that teach students how to write well, many students' writing skills are not good enough to write a paragraph by themselves or in groups in a short time. Two teachers skipped Item 25 in which students have to survey after class and fill in tables. They skipped this activity because there are always some students that don't do their assignments after school and just copy the work of others, and in this activity, students have to spend extra time finding the needed information on the Internet. However, some students said that they didn't have computers at home and some students said that they didn't have time because they have to go to cram school after school and get home after ten at night.