

**Investigating Students' Listening and Speaking
Communication and Perceptions through the
Implementation of
Chinese Culture Content-Based Course**

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ABSTRACT

The purpose of this study was to investigate students' improvements on listening and speaking communications after the implementation of Chinese culture content-based course and perceptions towards the course. Data was drawn from pre and post questionnaires, pre and post interviews, pre and post evaluations and three formative tests on two central questions; first, what extent does Chinese culture content-based course enhance students' listening and speaking communication; second, what students' perspectives towards the implementing of Chinese culture content-based course? The participants of this study were thirty second year English major students from Yuxi Normal University in Yunnan China who had passed the CET-4 exam. Thirty students were divided into two groups as 15 students in experimental group while other 15 in control group. Experimental group was implemented the Chinese culture content-based course through content-based teaching approach while control group was implemented through the traditional teaching as they have in their regular studies. The research findings revealed that both experimental group and control group achieved the similar results on listening and speaking from the pre evaluation and had similar perceptions expectantly towards the effectiveness of the implementation of Chinese culture content-based course before the course implementation. However, students from experimental group had improved their listening and speaking ability more significantly than students from control group in three formative tests during their course learning. Eventually, students from experimental group gained more improvements on listening and speaking in post evaluation than students from control group. Conclusively, the content-based

approach is more effective on improving students' listening and speaking ability than traditional teaching method could.

Key words: Content-based Approach, Listening and speaking ability, Perceptions, Chinese culture content-based course.

Chapter 1

Introduction

This chapter presents background and rationale of the study, research question, research objectives, scope of the study, definition of terms and significance of the study.

1.1 Background and Rationale

Even the importance of English as a global language is realized by society in China and English has been required as a compulsory subject in the curriculum of national education, the development of students' communication ability still been ignoring by English language teaching (ELT) in China (Wei, 2004). Most teachers still emphasize on vocabulary translation teaching instead of extend it to communication usage (Boyle, 2000). As the English serve as the international language, one of the most important functions of language is to conduct communication. Similarly, conduct communication in English is one of the core objectives of ELT (Widdowson, 1994).

Speech is a skill to construct a response linguistically based on the received information which happens when speaker receive the information from outside (McKay, 2004). Therefore, listening and speaking are correlated and speaking largely depends on listening (Ellis, 1999). Stern (1983) states that listening and speaking are two forms which interrelated and cannot be trained alone. According to Stern (1983), the form of speaking practice depends on the received information source from listening form. Meanwhile, the practice of listening form depends on previously information source received from speaking form. Both listening and speaking contain the procedure of processing information for communication (Boyle, 1984). According to Hughes (2006), listening and speaking are the first pattern that human acquires language which forms the majority of most people's daily engagement of communication. Rivers (2005) states that during the communication, listening, speaking, reading and writing making up about 46%, 31%, 13% and 10% respectively.

This information indicates us that during our communication, listening and speaking are two means of communication that people use most in their communication. Krashen (1985) also points out that listening and speaking are core skills and methods to conduct communication. Listening and speaking are the most direct skills to

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conduct communication since they allow people only have short time to think and need to do the reflection simultaneously (McCarthy, 1998). Liu (2013) also points out that, for a language learner, speaking ability is the first impression for others to judge your overall language skills, the information received from listening decides the quality of the content of the speech in speaking. Simon (2014) points out that compare with reading, writing, listening and speaking are the initial skills that needed for communication. Therefore, language learners should consider listening and speaking as the key skills to establish with the purpose to conduct effective communication.

It is an obviously phenomenon that even Chinese students achieve a remarkable grade in exams, their communication abilities are below expectation. Most teachers who teach speaking subject found that during the speaking class, students' incompetence on listening is the one of the major causes of students' incompetence on speaking (Ma, 2012). Yan and Yu (2008) suggest that Chinese students' poor performance on communication indicates that English teaching in college should emphasize on the listening and speaking ability rather than language segments teaching such as vocabulary translation and grammar memorize. Both students and teachers have paid too much attention on language itself and ignored to improve the expressiveness on it. Jacob (2001) also states that for language learners, they should not only be able to master the rules of syntax to form sentences grammatically, but also be able to know when and where to use them correctly and appropriately. Even since last decade, there has been a great change that language teaching in China has gradually encouraged to transfer from learning language itself to mastering language as a communication tool, majority of teachers still adopt the reading and translation traditional ways of teaching in their teaching practices, which emphasize on the language learning rather than apply it as communication purpose (Ren, 2012). There is no doubt that traditional reading and teaching method is efficient to enhance students' skills on translation, but it is ineffective on enhancing students' communication ability on listening and speaking (Li, 2005). Consequently, the majority adoption of traditional grammar-translation method prevents students' improvement on communication ability.

According to Wang (2005), the traditional ways of teaching applied in China has been overemphasized on the teaching of syntax and grammar with the lost on the communicative ability on majority of student, more and more researchers have realized the importance to adopt another approach to improve students' communicative ability on both speaking and listening. The majority of Chinese students' weakness on oral communication need to be changed (Ma, 2012). Based on the consideration of the incompetence of communication has become a common phenomenon which exists in the majority English learners' studying in China, an

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approach aims to improve learners' language communication ability efficiently need to be introduced in urgent. Accordingly, content-based approach is efficient on train students' communication ability. Many previous studies on the impact of content-based approach on language education have demonstrated its efficiency on provide students more opportunities to practice speaking, broaden students' scope of knowledge, boost their confidence, and eventually improve students' communication ability (Dupuy 2000; Krasper 2000, Stryker & Leaver 1989; 1997). Content-based approach is a methodology to enhance students' knowledge of specific content with a foreign language as the instruction language (Davies, 2003). Crandall and Tucker (1990) define content based instruction (CBI) as an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes such as math and social studies within the context of teaching a second or foreign language. Musumeci (1996) says compare with the traditional reading and translation teaching method in language teaching, content-based approach is the teaching method beneficial on providing students more opportunities to use language during the learning. There are three reasons why content-based approach is effective on improving students' communicative ability. First of all, students could have more opportunities to perceive huge amount of language through the understanding from the content (Snow & Brinton, 1997). Secondly, according to Nunan (1989), compare with traditional grammar-translation teaching method, students are more easily exposed to the useful language which implemented into relevant subjects contexts systematically from content-based approach. The knowledge that students gain from the content-based approach would increase their opportunities to communicate when they involve into the topic related communication event, such as history seminar, aero space club and etc. Thirdly, the content-based approach is usually conducted based on learner-centered rather than teacher-centered. There would be more opportunities for students to practice their speaking since there are usually more speaking activities under student-centered approach. Consequently, listening ability would be improved along with speaking ability (Krashen, 1985). Thus, the application of content-based approach is efficient to improve language learners' communication ability through the enhancement on listening and speaking practices.

In this study, culture teaching was implemented into the content-based approach to enhance students' communication ability in speaking and listening. According to Byram (1989), language and culture cannot separate from each other. The two are complementary and influences to each other. Thus, culture is tightly related to language. Wang (2005) says lots of college students in China could not conduct the talking about Chinese culture actively but only passively accept knowledge of western culture. In China, there is a strange phenomenon that most students who learn English may know how to say the Senate and House of Representatives of USA and House of

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Lords and House of Commons in English, but they have no idea what the English expression of People's Congress of China of their country is. They are familiar with McDonald's and Burger King in English, but they do not know the word for the traditional food of their own country. The existence of this phenomenon can be explained as the lack of Chinese culture teaching (Zhang, 2009). Culture is a combination of a group of people's art, morals, belief, custom, law, and other types of spiritual existence which is related to the way of people's life (Geertz, 1973). Moreover, from the kindergarten to college in China, most English textbooks and related materials are either emphasize on Anglo-American countries or introduce western-centralized culture circle authenticity (Dong, 2007). Meanwhile, there are rarely any related contents to Chinese culture such as vocabulary of Chinese culture in college English textbooks (Dong, 2007). In a narrow sense, students' understanding and control of Chinese culture is insufficient and this leads to a poor performance of their knowledge accumulation of Chinese culture (Wu, 2005). Cong (2000) defines the phenomenon of Chinese students' disability on Chinese culture as "Chinese culture aphasia". Chinese culture aphasia means students' incompetence or even disability on expressing Chinese culture in English, it often causes communication barriers or communication failure (Cong, 2000). Liu (2005) states the existence of the Chinese culture aphasia is mainly due to the over emphasis on foreign culture and rarely attention on Chinese culture in the majority of English study content. Zhang (2009) points out that due to the education system and restrictions of traditional education, it is a common phenomenon that most educational institutes and colleges in China trend to teach students the knowledge of the English speaking countries' culture in ELT. However, Chinese culture has to be existed in ELT since it is an important resource for Chinese learners to acquire and develop the oral communication ability when there is a need to introduce their native culture. Wu (2005) also states that English teachers in China have the responsibility to teach Chinese culture. If the majority of college students master the ability of introducing Chinese culture in English, they will have more opportunities to conduct communication based on their knowledge on Chinese culture. At the same time, their listening and speaking ability in communication will be improved during their practices to enlarge the globalization of Chinese culture (Cong, 2000). More knowledge on Chinese culture that students know, more opportunities will come out for students to conduct communication based on listening and speaking practices (Liu, 2000). For language learners, more understanding on one's own native culture that they have, the ability on comparing one's own culture with other foreign culture will be enhanced as well. Inevitably, more communicative opportunities they will likely to have to conduct to do the comparison of different cultures and their communication skills will be enhanced during their frequently listening and speaking practices (Wang, 1997). Therefore, the enhancement of Chinese culture teaching in ELT not

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only efficient at enlarge the globalization of Chinese culture, but also effective at improve students' communication ability in listening and speaking through the practices to output their knowledge on Chinese culture.

To solve the problem of improving students' communication ability in listening and speaking through the enhancement on students' knowledge on Chinese culture, the application of the concept of Content and Language Integrated Learning (CLIL) is effective to achieve the purpose of this study. CLIL is an approach "encompassing any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role" (Marsh, cited in Coyle, 2007). According to Coyle (2007), a well conducted CLIL lesson contains elements as 4CS, which are content, communication, cognition and culture. Content concerns to the knowledge learning and acquisition of the thematic subject. Communication involves with the interaction during the process of acquiring the content of knowledge. Cognition refers to the understanding of the content study and language learning during the studying process. Culture means the way to conduct expression under the specific regulations and social rules. These four Cs are interrelated to each other and underpin the success of CLIL approach. In this study, the content of knowledge of Chinese culture teaching was implemented through the English as the instruction language. During the learning process, listening and speaking were the communicative tools that learners use to conduct the communication to acquire the content knowledge of Chinese culture. The knowledge gains from content of Chinese culture would help students to enlarge their multicultural understandings and enhance their knowledge accumulation to enrich their identity of global citizenship. The listening and speaking ability enhanced through the content of Chinese culture studies would help to establish students' cognition on both language learning and multicultural comprehension.

In summary, because of the traditional grammar and translation teaching method has been mainly adopted in most schools, Chinese students are poor at English speaking ability. However, content-based approach has more privileges on improving students' speaking ability than other traditional teaching approaches that teachers in China used to adopt. Moreover, the continuously absent of Chinese culture teaching has been a drawback in ELT in China constantly. The functions of CLIL approach perfectly meet the demands of this study to enhance students' communication ability on both listening and speaking and help them to increase their knowledge accumulation on multicultural understandings. Therefore, this study was proposed to apply content-based approach to improve students' listening and speaking ability in English. A Chinese culture content-based course was designed and implemented to investigate the improvements of Chinese students' listening and speaking ability and knowledge

on Chinese culture through the study of Chinese culture content-based course in English.

1.2 Research Questions

1.2.1 To what extent does Chinese culture content-based course enhance students' listening and speaking communication?

1.2.2 What students' perspectives towards the implementing of Chinese culture content-based course?

1.3 Research Objectives

1.3.1 To examine students' listening and speaking ability in communication through Chinese culture content-based course.

1.3.2 To investigate students' perspectives towards the implementation of Chinese content-based course.

1.4 Scope of the Study

This scope of the study was narrowed into as the following:

1.4.1 This study focused on students' improvement in listening and speaking ability in communication based on the enhancement of mastery of the knowledge of Chinese culture in English. Intermediate level is required to comprehend the implementation course, so target students' English proficiency are at least above intermediate level.

1.4.2 Content of Chinese culture of the designed course in this study was based on Wu's (2005) five stratum of culture system. The topics under each stratum were selected from the scope of Wu's (2005) five stratum of culture system. Moreover, series regulations of target school such as limitation of classroom, class size, course length, the availability of target students' schedule were considered into the amount of predetermined topics. The designed course was 26 hours long include instruments treatment.

1.4.3 Theme-based model of content-based approach was applied in this study to implement knowledge of Chinese culture teaching in order to enhance students' listening and speaking ability in communication. Moreover, the CLIL 4Cs's

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framework was used to enhance students' achievements on content, culture, cognition and communication through this study.

1.4.4 The evaluation of speaking ability in this study was under the criteria of fluency and coherence, lexical resource, organization and structure, recognizing vocabulary meaning, expressiveness on Chinese culture. This study did not take accent and grammar-accuracy into the consideration to evaluate one's speaking skill.

1.4.5 Aspects related to intercultural communication was not discussed in this study because lack of participants with other cultural background.

1.4.6 The independent variable of this study was Chinese culture content based course while the dependent variable of this study was students' listening and speaking ability.

1.5 Definition of terms

1.5.1 Listening and speaking in communication

Listening and speaking in communication means the listening and speaking skills which needed to establish for conduct communications (such as presenting information, giving opinions, stating facts, making response, conducting interviews, conversation, discussions, etc.). This study mainly focuses on the following skills: speaking fluently and cohesively, organizing and well-structured sentence, using appropriate vocabulary, recognizing vocabulary meaning. The assessment criteria of speaking was based on British council' assessment criteria while the assessment criteria of listening ability was adapted from Yang's (2005).

1.5.2 Chinese Culture Content-based Course

In this study, Chinese culture content-based course was implemented to enhance students' knowledge on Chinese culture and improve their listening and speaking skills in communication. The content was based on Wu's (2005) five stratum of culture system. There were 7 topics in total. (1) Factual stratum contains two topics which are Chinese history and geographic landscape of China; (2) Values stratum contains the topic of philosophical heritage of China; (3) Achievement stratum contains the topic of Chinese traditional arts; (4) Institutional stratum contains two topics which are government of China and economy reform of China; (5) Custom stratum contains topic of folk culture of China. During the implementation of this course, class activities were mainly constructed by communication oriented activities to enhance students' listening and speaking ability. The designed Chinese culture

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content-based course was implemented under the CLIL 4C's framework, which are content, communication, cognition and culture. Content involves with the study of the knowledge Chinese culture. Communication refers to the interaction during the process of acquiring the content of knowledge. Cognition concerns to the understanding of the knowledge and the enhancement of language skills. Culture means the knowledge gained from content which help students to enlarge their multicultural understandings.

1.5.3 Students' Perspectives

Students' perspectives refer as following in this study: students' opinion on their mastery of the knowledge on Chinese culture, students' opinions on their listening and speaking ability in communication, students' opinions on the influence to their listening and speaking ability through the learning of Chinese culture. Interview and questionnaire on students were the instruments the investigate students perspectives.

1.6 Significance of the Study

1.6.1 This study contributed to a better understanding of how to enhance students' listening and speaking ability in communication by implementing the Chinese culture content-based course and help other educators to broaden their scope of references and thoughts for their further related teaching. Moreover, this study also contributed to the further references on the curriculum design and the materials selection on the instruction of Chinese culture in English. This study is also significant for the proper teaching material design that needed for content-based teaching that helpful for learners' enhancement on listening and speaking.

1.6.2 Through the implementation of Chinese culture content-based course in English, activities during the class were majorly conducted through communication oriented activities which mainly focus on enhance students' listening and speaking ability in communication. Students gained improvements on their listening and speaking ability as well as the knowledge on Chinese culture. In this way, the students' gradually accumulated knowledge about their native culture and they can have enough background on Chinese cultural knowledge to introduce to others. Consequently, their listening and speaking ability in communication were improved along with the practices that they use their background knowledge to introduce Chinese culture.

1.6.3 This study could also provide a better comprehension on content-based approach and make it implicational to implement other contents in language teaching with the purpose to improve students both knowledge enhancement and listening and speaking ability in communication on specific area.

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Chapter 2

Literature Review

2.1 Listening and Speaking in Communication

2.1.1 Speaking in Communication

Hadumod (1996) says that language is a tool to convey and exchange concepts, knowledge, and information with variety of purposes. Liu (2013) also states that “language, since the very day it was born, has been serving as a device for human communication, and it is, if not the only, the most important device for human communication”. Savignon (1983, p. 56) says communicative competence as “the ability to function in a truly communicative setting, that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors”.

Speaking is distinctly from other types of communications. Krashen (1985) presents speaking is typified as an activity involving two (or more) people that participants are hearers and speakers at the same time, they have to react to what they hear immediately and set a goal of that they want to get in the interaction. Van and Kang (1998) state the similar point of view as people have time for thinking and correcting while they are writing, but the situation is different in speaking, participants have not much time to plan, organize, and execute messages, particularly when speaking with a native speaker, participants encounter many difficulties that are rare in writing, it is not enough to pay attention to one’s own speaking but one has to struggle with understanding.

Speaking is an interactive activity which involves producing, receiving and processing information (Brown, 1994). Speaking not only requires learners’ linguistic competence such as grammar and vocabulary, but also needs learners’ sociolinguistic competence such as knowing when, why and what to produce in the language content (Crystal, 2003). Therefore, the content that learner could be applied as the information foundation to produce new messages is an important factor to conduct

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speaking. Learners should understand what they supposed to output when they attempt to conduct a speaking activity. Compare with other forms of communication, speaking is not easy since it involve with comprehension on language, the familiarities with the content of speech and the skills to convey the information precisely simultaneously.

According to Flowerdew and Miller (2005), the trend of English teaching has gradually transferred from traditional grammar focused teaching to communicative teaching. Thus, fluency is the main goal for speaking teaching to develop students' oral communication ability. Information-gap practice and other speaking tasks derived from real communication environment is efficient on developing students fluency in speaking (Richards, 1994). According to Burns (1998), there are three types of speaking teaching approaches. They are teaching talk as interaction, as transaction, as performance. For teaching talk as interaction, learner will develop communication competence through series of task assignments such as making small talk, recount the information of an event and etc. Teaching speaking as transaction concerns with conduct speaking practices for acquiring and sharing information for transaction purposes such as brainstorming, simulation and group discussions. Teaching speaking as performance refers to develop learners' ability to conduct a public talk. Tasks for this teaching are presentation, speeches and public announcement. In this study, learners' speaking ability was enhanced base on three perspectives as teaching talk as interaction, as transaction and as performance.

2.1.2 Listening in Communication

Listening is the ability to recognize what others are saying. This involves understanding of speaker's accent or pronunciation, familiarity with speakers' grammar and vocabulary, and grasping speakers' meaning (Howatt & Dakin, 1994). Krashen (1982) presents that listening is the first process in language learning since input acquired from listening is the key element in language acquisition. Moreover, the process of listening input is an active action rather than being passive. According to Rost and Ross (1992), the clues gained from listening are the most direct foundation to conduct speaking. Among four skills in language learning, listening takes up the biggest portion over other three skills. Listening comprehension is the most basic ability in second language learning and plays a key role in the process of communication. (Krashen, 1985). Listening is an important factor in communication and interweaved most with speaking in language studies (Chiang, 1992). Wilga (1987) says that the ability to receive and understand external information is the basic skill to conduct communication. Krashen (1998) states that for most language learners, the time they spend most to study on is listening.

Richards (2001) points out that in listening comprehension, listener utilizes two types of recognition to identify received information: recognition on syntax and vocabulary of target language; recognition on the knowledge of opponent's speech. Long (1990) says that for those listeners who have better understanding on background knowledge of the listening content usually gains more accuracy and conduct a better interactive communication than those listeners whose knowledge on listening context is insufficient. Osada (2004) states that in mutual communication, listeners' sufficiency on the knowledge of the real-world affects their understanding on their listening ability, and it became significant when they are able to relate their particular content of their background knowledge to the listening passage. Chiang and Dunkel (1992) states that learners' sufficiency on background knowledge plays a key role on second language listening studies and their abilities in communication conduction. Schmidt (1994) declares that for those learners who have familiarities with the topic in listening context usually gain a better comprehension from listening passage than those who don't.

According to Flowerdew and Miller (2005), there are two types of views in listening teaching, listening as acquisition and listening as comprehension. Listening as comprehension in language teaching mainly refers to understanding the spoken discourse. Listening as acquisition in language teaching mainly refers to develop learners' abilities to understand what they listen. Richards (2008) states that there are three methods to develop listening skills: bottom-up method, top-down method and interactive method. For the bottom-up method, learners' abilities on developing vocabulary basis and formatting sentence structure are focused to establish. Top-down method refers to develop learners' ability to use their background knowledge to gain the understanding of meaning a text. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. Interactive method integrates both top-down and bottom-up process. In this study interactive method was applied to develop learners' listening ability.

2.1.3 Listening and Speaking in Communication

Speaking is the major medium in people's daily communication. Listening is the object of speaking, which is indispensable from speaking in communication (Chiang, 2002). Listening and speaking are two most basic patterns interact with each other in communication (Biggs & Telfer, 1987). Listening is the action to understand and acquire information while speaking is the action to express and convey information. Listening and speaking are mainly involved with each other in three aspects in terms of communication (Osada, 2004). Firstly, listening is the prior step of speaking. Speakers capture and absorb information through listening, and then motivated to express out their own thoughts through speaking. Absorbing, comprehending and

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analyzing the information are essential for speaking. Secondly, accurately speaking is the presupposition of listening, the quality of speaking decides the accuracy and coherence of information received by listener. Thirdly, listening and speaking mutually affect each other. Learner speaking ability usually correlates to their listening ability.

Willis (1996) suggests listening teaching and speaking teaching should conduct together as integrated process to improve learners' communication ability in real world. Nation, I.S.P and Newton (2009) states that listening teaching and speaking teaching should conduct simultaneously with the purpose to develop learners' fluency. Nation, I.S.P and Newton (2009) propose that sufficient listening and speaking teaching should contain four strands step by step. In the first strand, meaning-focused input, learner will learn the language through the reading or listening context and acquire information from language. In the second strand, meaning-focused output, learner conveyed information and message out through speaking activity. In the third strand, language-focused learning, learners will learn language components such as vocabulary and discourse. In the last strand, fluency development, learners will lead to apply the language items that they know on four skills.

In this study, researcher will consider the importance of how the sufficiency of learner's knowledge of real-world influence students' listening and speaking ability in communication. Therefore, this study will implement content-based approach as the major mean to enhance students knowledge of Chinese culture while improve listening and speaking ability in communication simultaneously. Interactive methods of listening teaching and talk as interaction, as transaction and as performance of speaking teaching were implemented to enhance students' listening and speaking ability communication. This study will mainly focus on the develop learner' following skills: speaking fluently and cohesively, organizing and well-structured sentence, using appropriate vocabulary, recognizing vocabulary meaning.

2.1.4 Assessment for Listening and Speaking Communication

According to Flowerdew and Miller (2005), speaking skill can be assessed base on learners' performance of both appropriateness and accuracy. Flowerdew and Miller (2005) says checklist or observation form is useful to help educators to investigate learners' proficiency on improvement. Buck (2001) suggests apply testing to evaluate learners' listening skills. According to Buck (2001)'s point of view, discrete-point testing, integrative testing, and communicative testing are three approaches of testing to evaluate one's listening ability. According to Nation I.S.P, and Newton, J, (2009), investigation and test of performance are two methods to assess one's listening and

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speaking skills. Besides, the reliability, validity and practicality are three key elements to form the appropriate criterion of assessment (Nation I.S.P & Newton, J, 2009). Test was applied as the instrument to assess learners' listening and speaking ability in this study. In this study, the evaluation criterion for listening was adapted from yang's (2005) scale of evaluation. The evaluation criterion for speaking was adapted from British council's scale of evaluation.

With the purpose to evaluate learners' listening and speaking in communication more precisely in this study, researcher will design the criterion assessment according to the aims of the tasks. This study will mainly assess the following skills: speaking fluently and cohesively, organizing and well-structured sentence, using appropriate vocabulary, recognizing vocabulary meaning.

2.2 Content and Language Integrated Learning

2.2.1 Definition of Content and Language Integrated Learning

The concept of Content and Language Integrated Learning is based on the theory of communicative competence, functional linguistic, and it exists with content based language instruction, theme based language instruction, language immersion and other related theories concerned with content and language (Byram, 1989). Content and Language Integrated Learning (CLIL) is a two-objectives focused educational approach which target language is applied as an instruction language to enhance both content and language (Coyle, 2002). Marsh and Lange (2000) define CLIL refers to the teaching that knowledge of specific content are taught with two purposes: learning content of subject and foreign language at the same time. According to Marsh (2002), CLIL is approach "encompassing any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role". (Jarvinen, 1999) defines in CLIL, content mainly refers to the subject or specific discipline convey through the language. Fernandez (2005) says that CLIL is a flexible method through non-linguistic content to teach second language. Compare with other teaching methods, CLIL is efficient at inspire learners' motivation of second language learning by the privilege of the opportunity to learn the knowledge of specific subject that they interested in (Wang, 2013). In CLIL, target language as the instruction language in the taught content, which makes target language as a means of learning subject content while the content enable the language learning with authentic communicative context (Soraya, 2009). According to Wang (2003), CLIL is prevailing and attract more and more attention in language education in Western countries, but it is still barely adopted by schools in China. Therefore,

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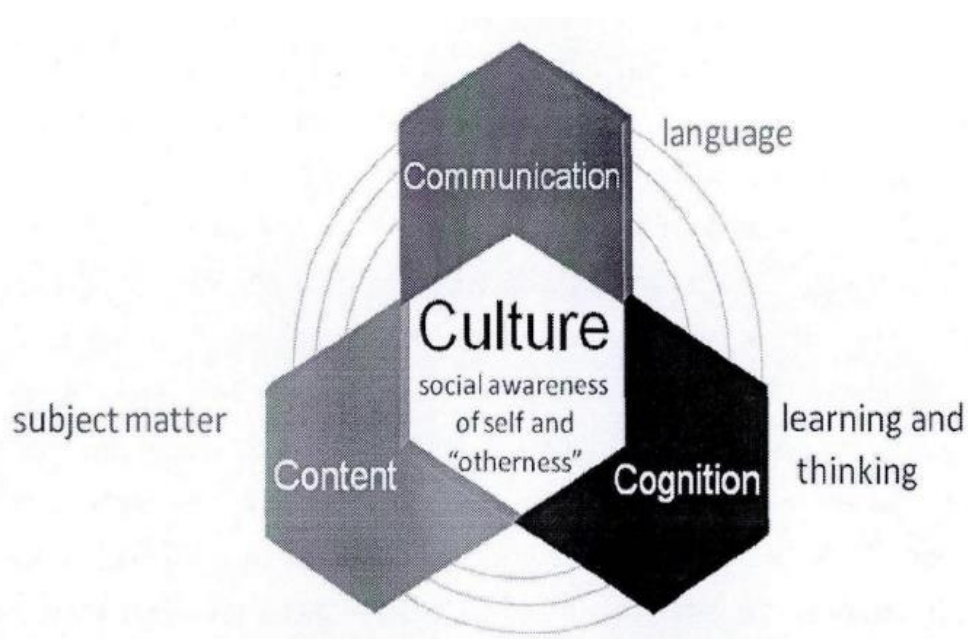
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more investigations and researches about CLIL are needed to provide a new stream into the ELT in China.

2.2.2 Frames of CLIL

Coyle (2007) defines the frames of CLIL as a block building which has four core elements in it.

Figure 1 The CLIL 4Cs' Framework



According to Coyle's (2007) illustration of 4C's framework of CLIL, there is communication, culture, content and cognition consists the framework in CLIL.

2.2.2.1 Content

According to Coyle's (2007), content refers to the knowledge of specific content of subject studies such as science and arts. In a CLIL context, the choosing of content is much more flexible. Whether it is appropriate or not for CLIL program, it varies contextually. Qualified teachers availability, levels of learners, language competency, and the learning environment should be taken into consideration. What exactly CLIL content means most depends on the context of the learning institution. Generally speaking, content in CLIL refers to the subject matter, which depends on the exact context of the learning institution. Content is not just about learning knowledge or skills, but also about the learners creating their own knowledge and developing their own skills. Content in CLIL-based teaching approach can be opted from a traditional school curriculum like physics, chemistry, math, geography, or even music; it can be a national curriculum or project, such as ecosystem, APEC CEO Summit, global warming; it can also be cross-curricular or interdisciplinary. Therefore, CLIL offers opportunities both within and beyond the regular curriculum to enrich knowledge learning and skill, the cognitive engagement by the students also needs taking into account. Support and guidance from teachers are required in CLIL content learning, which needs teachers to maintain a balance between the cognitive challenge for students and appropriate increasing student-center in accordance to students' progress. As is shown, the learning of content is the process of cognitive engagement, problem solving and high-order thinking. Hence, to support effective learning in CLIL teaching, students' cognitive engagement as well as the base of students' knowledge reservation should be taken into account, Yet, effective content learning is not only about the learning of knowledge or skills within the curriculum, but also the application of creative thinking, problem solving and cognitive engagement. Young learners should be able to know how to think independently, to put forward new creative questions, and to be curious and inquisitive, so that they could take responsibility for their own construction of knowledge and management of learning. Moreover cultural content is integrated into all subjects.

2.2.2.2 Communication

Communication refers to the usage of target language to exchange information between different disciplinary of fields. Communication is generally about language learning and use. Language is a tool for communication. When we talk about the

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acquisition of the foreign language, it's not just about the master of language itself. Communicative competency in language learning has been defined as the focus on form (grammar) and meaning. Besides, we need take the social and cultural knowledge and communication competence into consideration. The goal for CLIL is language using and language learning. Communication in CLIL-based learning needs to be language based on both grammatical progression and meaning-taking. Practice is a significant part of language learning. In CLIL, learners have to be able to use the vehicular language to learn content, which means language is used as a medium of learning. Using language to learn is as important as learning to use language. With communication, teachers can get to know what students accomplished already and still need in the further learning, so student can co-construct and rebuild their knowledge structure in time. There is a saying, "without dialogue there is no communication and without communication there can be no true education". (Coyle, Hood, and Marsh, 2010, p35) That puts classroom communication as the core of learning. In CLIL, learners need to engage in dialogue, learning with the vehicular language. Since language is a tool for communication, the focus of communicating competency should be both on language learning, with the culture being the instrument. Yet, in real classroom learning, there is a divergence between practice and theory. Based on grammatical progress, communication in language learning is lack of language practice. CLIL cannot be successful unless students are supported to learn content by using an additional language. As result, in CLIL context, the balance of the address on both meaning and form will vary in specific CLIL settings.

2.2.2.3 Cognition

Cognition refers to the method in recognize the understandings in the world which contains memorizing, understanding, evaluating and criticizing. Thinking is actually cognition, and it drives the teaching and learning process. In CLIL, the more powerful the thinking is, the greater the learning would be achieved. Language learning is not simply "go in one ear and out the other." Cognition is the processes of learning and thinking. It's the development of appropriate language knowledge and skills. In short, cognition is the process of thinking, and the progression in knowledge skills and understanding of the content. It is the mental faculty of knowing that includes perceiving, recognizing, reasoning, questioning, imagining and conceiving. Learners get to enhance the understanding of their knowledge by analyzing the language demand on the content. The more effective thinking students get, the more efficient learning they do accomplish. Whether CLIL practice is good or not depends on cognition. Content is related to learning and thinking, and the thinking process need to be analyzed for their linguistic demands. Students should learn to build their mental knowledge structure with the existing knowledge, skills, attitude, and experience, and

evaluate their learning achievement independently; and to conceive new question by analyzing the perception of the knowledge. In the meanwhile, students need to develop new knowledge and skills in case they cooperate with other students and teachers.

2.2.2.4 Culture

Due to promote effective learning in CLIL, there is another consideration that should not be ignored, that is culture. Culture refers to developing intercultural understanding and global citizenship. Culture is expressed by speaking the language of that culture. That is to say, language is not only part of how culture is defined, but reflects culture. Because of the interaction of language and culture, patterns of culture differ. Intercultural understanding involves different experiences even though culture awareness is mainly about the knowledge of different cultures. If we follow the idea that culture determines the way we interpret the world, and that we use this interpretation, then CLIL "opens an intercultural door, where learners can have experiences which they could not have had in a monolingual setting" (Coyle, Hood, and Marsh, 2010:39). In CLIL-based approach to learning, as a whole, learners will get to know the culture of the additional language, which monolingual education cannot offer. The culture knowledge from CLIL helps learners prepare for life in an internationalized society. As Brown H.D pointed out, "Culture patterns, customs, and ways of life are expressed in language: culture specific world views are reflected in language." "Language and culture interact so that world views among cultures differ, and that language used to express that world view may be relative and specific to that view" (Brown, 1980:138). In order to have a culture impact on learners, CLIL-based language teaching approach emphasizes that learners need to be involved in interactive and dialogic in class and even after class. All in all, the ultimate goal of CLIL is to lead student to be capable and motivated to master both content and language knowledge and skills; and to make use of opportunities to communication with speakers from CLIL language speaking countries successfully.

2.2.3 Features of CLIL

Even the four factors of CLIL share some similarities with other previous second language teaching approaches, CLIL is differentiate with other approaches by its integrated way in both language and content are connected on a continuum without bias on either one. CLIL mainly different with other teaching approached in the following four features.

The first feature is the naturalistic and implicit learning style of CLIL. According to Jarvinen (1999), under the naturalistic and implicit learning style of CLIL,

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language learning is more focused on the ability enhancement on communication, the more input received external environment the more output will be conducted.

The second feature of CLIL is the cooperative learning style. Under the cooperative learning style, students usually divided into small groups to accomplish tasks through team work. Cooperative learning style is efficient at get rid off learners' anxiety, stimulate learners' motivation and promote interaction among them (Jarvinen, 1999). Students' autonomy established under cooperative learning method and the interaction with team member enhanced and utilized to improve their communication ability in language learning.

The third feature of CLIL is the authenticity, which enable learners to cultivate the ability to solve the issues in real life communication. Richards and Rodfgers (2001) says, under the authentic-oriented teaching, the materials applied in the teaching are same as one people use in the real environment which are not the one designed for the language teaching.

The fourth feature of CLIL is flexibility. The approach and method of CLIL can be applied to implement in different curriculum with different content of subject studies.

In this study, the content of knowledge of Chinese culture teaching was implemented through the English as the instruction language. During the learning process, listening and speaking were the communicative tools that learners use to conduct the communication to acquire the content knowledge of Chinese culture. The knowledge gains from content of Chinese culture will help students to enlarge their multicultural understandings and enhance their knowledge accumulation to enrich their identity of global citizenship. The listening and speaking ability enhanced trough the content of Chinese culture studies will establish students' cognition on both language learning and multicultural comprehension.

2.3 Content-based Approach

2.3.1 Definition of content-based approach

Content based instruction (CBI) is a teaching method which sets the language teaching aims based on specific content and improve language skills along with the competence of subject content together (Dupuy, 2000). Content-based approach is a methodology to enhance students' knowledge of specific content with a foreign language as the instruction language (Davies, 2003). Therefore, both CBI and content-based approach serve the same function to improve students' language skills through the knowledge studies on specific content.

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Stoller (1997) says content-based approach is the integration of particular content with language teaching aims the current teaching of academic subject matter and second language skills. Crandall and Tucker (1990) define CBI as an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes such as math and social studies within the context of teaching a second or foreign language. In CBI teaching, teacher focuses on the teaching of content topics rather than systematically teaching such as grammar and vocabulary (Brinton, 1989; Short, 1993). Richards and Rodgers (2001) define the content-based approach as the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught. CBI is an approach that represents the achievement of language proficiency based on the learning of subject matter. The advantage of CBI is the exclusiveness of separation between subject teaching and language teaching which exist in most teaching situations. It is obviously that CBI is the approach that stimulates learner's improvement on academic knowledge and language competence simultaneously through the conduction of concrete subjects such as science, history, art, sociology, politics etc., in target language. (Leaver, 1989).

2.3.2 Content-based in language teaching

Content-based approach is aimed at the development of use-oriented second and foreign language skills and is distinguished by the concurrent learning of a specific content and related language use skills (Wesche, 1993). After content-based approach has implemented successfully in immersion program in the 1920's in Canada, it has raised concern from researchers of foreign language education in America, Japan, former Soviet Union and some other countries, they have gained much successful experience from previous studies (Depuy, 2000; Kasper, 2000; Stryker and Leave, 1997). This approach has been highly valued around the world since students are more motivated under instruction of this approach. Under content-based approach, students acquire content through language rather than only focus on language itself. Interesting materials offered by teacher would motivate and attract students' attention with the effects to improve their knowledge and language competence, especially on listening and speaking competence in communication (Davies, 2003). Yan and Yu (2008) present that insufficient application of content-based in China is one of the major reasons why Chinese students' speaking ability in English is incompetent, English communication has to be combined with specific content, if they have a weak awareness of what content need to express, they got nothing to say. Leaver and Stryker (1989) point out there are two features in content-based approach: First of all, content-based approach structure of curriculum is developed to emphasis on the subject matter rather than language forms, functions, situations and skills. Through

the process of specific topics studying such as politics, arts, culture, economics and science, communicative proficiency is established as well. Secondly, the selected content and teaching activities should relate to the linguistic, cognitive and affective needs of students and be appropriate to their professional needs and personal interests.

According to Richards and Rodgers (2001), if the information carried by the content is useful and interesting, students would learn the language faster rather than language-itself study. Dornyei (2001) also states that students will not be eager to learn unless they consider the course they are taught is useful. Compare with traditional grammar-translation method, students learn the subject through the target language which they attempt to acquire. Students use language as a tool to acquire the information they are interested in, which is considered as a more natural and initially way of developing linguistic competence (Briton, 2003).

Content-based approach has more privileges on improving students' listening and speaking ability in communication than other traditional teaching approaches that teachers in China used to adopt. Based on the situation of Chinese students' poor performance on communication and knowledge on Chinese culture, adoption of Chinese culture content-based approach is an advance to improve students' listening and speaking ability in communication through the instruction of the content of Chinese culture.

2.3.2.1 Models of Content-based approach in language teaching

Stryker and Leaver (1997) define content-based approach into three types of models based on different functions. They are theme-based approach, adjunct approach and sheltered-content approach.

2.3.2.1.1 Theme-based Approach

Theme-based approach is mainly about the selected topics offer the needed content for students to study (Briton, 1989). Appropriate topics should be selected by teachers to attract students' interest and satisfy their demands (Dai & Lv, 2004). Krashen and Terrell (1998) point out the teachers should select the complexity of content appropriately according to learners' level and proper topic to stimulate their motivation for learning. Moreover, theme model is highly encouraged to apply on these students with strong motivation who are pursuing specific academic purposes which related to the target language learning.

2.3.2.1.2 Adjunct approach

Adjunct approach is the type of teaching that language class only aims to enhance students' language competence while the content classes are only responsible for

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improving students' mastery on the content knowledge (Brinton, 1989). Under the instruction of this approach, both subject content and language competence are enhanced separately.

2.3.2.1.3 Sheltered-content approach

Sheltered-content approach means courses are usually conducted by the experts in the particular field by applying the second/ foreign language and the students are organized for the special purpose of learning English as a second language. This approach can effectively implement subject matter with linguistic knowledge and make the students achieved progress both in language ability and disciplinary knowledge (Feng, 1995). This type of approach is appropriate for the students who is major in specific areas such as physics, chemistry, biology and etc. They will gain the linguistic knowledge such as vocabulary and specific expressions which are relate to their major studies.

Thus, based on the functions and characteristics of content-based approach described above, the implementation of content-based approach is helpful to achieve the research objectives of this study. Students' English listening and speaking ability would be improved through knowledge acquisition process of Chinese culture learning. In this study, Chinese culture content based course was implemented by researcher with the aim to enhance students listening and speaking ability. Among three models of content-based approach, theme-based approach is appropriate for the situation that students are interested in topics of specific area, and students need to increase their knowledge on that specific area and enhance their language competence through content study on particular topics. Thus, the aim of this study is going to use Chinese culture as the content in language teaching with the purpose to improve students' knowledge on Chinese culture and speaking ability. Additionally, the absent of Chinese culture teaching is a drawback of ELT in China. Conclusively, theme-based approach was the most appropriate one to select to conduct the study in this paper.

2.3.2.2 Advantages of content-based approach

According to Chmot and O'Malley (1994), there are at least 3 advantages to implementing content into the English as Second Language Class as follows: First of all, content-based approach enables students exposed to amount of opportunity to study knowledge in different areas. Secondly, under the content-based approach, students are taught useful language which relates to relevant contexts rather than separated language fragments. Therefore, students could build a better connection between language and knowledge studies. Thirdly, content-based approach could

enable the curriculum more flexible and adaptable which can be adapted according to students' special interest. Thus, this study is going to make good use of advantages of content-based approach to lead students exposed to the intensive studies on Chinese culture. Simultaneously, improve students' speaking ability eventually.

2.3.2.3 Limitations of content-based approach

Based on Cai's (2002) summary of related studies of content-based approach, there are mainly two limitations of content-based approach. Firstly, compare with other types of language teaching approach, for those teachers who attempt to conduct content-based approach, it require teachers' higher proficiency both on language and knowledge of target content than teachers to conduct traditional teaching method. If teachers' proficiency both on target language and knowledge of content are not qualifies enough to conduct the course, the results of the teaching may worse than traditional ways of teaching. It require teacher to make much more effort on class preparation that the traditional ways of teaching. Secondly, curriculum design is difficult to implement since students' level of language competence varies from each other. Since content-based approach is students-centered teaching method, differences on individual student's language proficiency may increase the difficulties to enable the course schedule, studying material selection and difficulty of the course content difficult to suit each student's needs. Stryker, S. B. & Leaver (1997) points out that the main drawback of content-based approach is the testing method is limited at evaluate learners' both skills on language and knowledge of content studies comprehensively. It is difficult to keep the balance in the assessment to test learners' proficiency on both language and knowledge of content studies evenly.

2.4 Students' perceptions

2.4.1 Definition of self-concept

Hattie (1992) defines self-concept as the product of learners' overall judgments of themselves. Marsh and Craven (1997) describes self-concept contains two elements, a descriptive element and the other one is evaluative element. Descriptive element is used to presents a fact (such as "I am German."). Evaluative element is used to states an opinion (such as "I am smart). According to William and Burden (2000), self-concept is a term refers to the combination of learners' perceptions and conceptions about themselves which differentiate their identities from each other. Purkey and Novak (1984) says self-concept is a system to reflect learners' beliefs and reliability which enhance the characteristics of their personalities.

According to Shavelson, Hubner and Stanton (1976), self-concept is individual's self-perceptions established from reflections of one's environment and experiences.

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Shavelson (1976) also says that self-concept could also provide clues to explain and forecast the future actions of learners and how these actions will influence learners.

2.4.2 Self-perception and self-concept

According to Byrne (1996), researchers usually conclude self-perception share the similar definition with self-concept and self-esteem. Later, researchers had achieved agreement that self-perception, self-esteem and self-efficacy are three factors consists the self-concept (Williams, M, & Burden, R.L., 1997; Yeung, A. S., & Lee, F.L., 1999).

Harter and Oerte (1989) define self-perception as the cognitive or descriptive component of self-concept and it represents individual learner's attitudes and beliefs of his/her ability. Self-esteem is the evaluative component of self-concept. According to Oerter (1989), self-esteem represents learners' self-evaluation which includes learner's emotional evaluation and preference bias. Bandura (1986) states that learners' expectations and judgments of their abilities to enhance competence is self-efficacy. Self-efficacy contains three factors: self-appraisal of one's capability to handle the level and quantity of tasks; self-appraisal of one's ability of task execution; self-appraisal of one's persistence to complete tasks. Byrne (1996) says that the assessment of students' self-perception is one of the methods to verify the efficiency of teachers' teaching.

This study is going to investigate target students' perception on listening and speaking communication through the implementation of Chinese culture content-based course. Therefore, target students' own attitudes, beliefs and evaluations about their listening and speaking ability in communication and knowledge on Chinese culture were investigated in this study. According to Marsh (1992), questionnaire is the one of the efficient instruments to investigate students' self-perception on their attitudes, beliefs and evaluations of their learning, questionnaire was the instrument used to acquire the information of students' perceptions. Interview and questionnaire on students will be the instruments the investigate students perspectives.

2.5 Chinese culture instruction

2.5.1 Definition of culture

According to National Center for Cultural Competence of USA, culture is defined as "an synthetic compression of communications, thoughts, value perspectives, languages, human behavior, practices, customs, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social

group; and the ability to transmit the above to succeeding generations”(Goode, 2000. p. 35).

Many scholars define culture in different perspectives. Culture is the way how the people live and it is a comprehensive collection of people’s thoughts and could be used to distinguish the group of community from another (Hofstede, 1991; Chastain, 1971, Hammerly, 1982). Peck (1998) defines culture as the certain ways of living and behavior given by certain group of people, and people in that group share a common social atmosphere, history, art and common scenes. According to Geertz (1973), culture is a pattern of symbols, meanings and behaviors which could passed from generation to generation comprehensively. Culture has been passed by different communities is constructed by typical characteristics such as origin, race, ethnicity, socioeconomic, religion, society construction and even politic perspectives.

Vallette (1986) defines the culture into two aspects. First one is anthropological culture, it mainly refers to the attitudes, customs, and daily activities of a people such as their way of thinking, their values, and their frames of reference. Since language is a direct reflection of culture, a group of society cannot be totally understood without knowledge of its language. The second aspect of culture is the history of civilization. In foreign language teaching, culture usually refers to geography, history, and achievements in the sciences, the social sciences and the arts. From Vallette’s point of view, culture is closely related to the development of human society which shows people’s attitudes, customs and daily activities in one society, and it is somehow a reflection of human.

Therefore, culture has basically covered a wide range of human being’s civilization. Culture is inevitable to conduct a talk which refers to culture during people’s daily communication. Even when English learners conduct a talk in English with English speakers, content about culture is inevitable to come across during the talking. Thus, the sufficient knowledge about culture is the necessarily to help students to communicate better. Apparently, for a language learner, the comprehension of culture both native and foreign is needed to enhance their communicative ability.

2.5.2 Definition of Chinese culture

Chinese culture is one of the oldest cultures of the world with thousands years of history (Zhang, 1990). The area of Chinese culture covers a wide geographical region in eastern Asia with customs and folklore differently between provinces, cities and even counties. Different customs and folklores in different areas of China shaped the Chinese culture diversely (Wu, 2005). The civilization of Chinese culture had spread most areas in eastern Asia. Japan and Korea are the two countries with most

significant influence from the spread of Chinese culture which manifested in monarchism, language, philosophy beliefs, folk culture, arts and architecture (Zhao, 1998). There are 56 ethnic groups in China and each of them has their own cultural identity. Han Chinese is the largest group in terms of the population. Many other groups have disappeared or merged into other ethnic groups during the history. Individual's family name is the identity to distinguish with other communities (Pye, 1972).

Confucianism, Taoism and Buddhism are the "three teachings" which mainly consists the frameworks of Chinese philosophy beliefs and had significantly influenced Chinese culture historically (Chen, 1986). Confucianism is a system of philosophical and "ethical-sociopolitical teachings" sometimes described as a religion. Confucianism was developed during the Spring and Autumn Period from the teachings of the Chinese philosopher Confucius (551–479 BCE), who considered himself a retransmitter of Zhou values. Through most history of China, Confucianism was the philosophy recognized by imperial court officially (Hu, 1994). The mastery of texts of Confucian was the initial requirement for access into the imperial bureaucracy. Taoism (also called Daoism) is a philosophical, ethical or religious tradition of Chinese origin that emphasizes living in harmony with the Tao (also romanized as Dao). In Taoism, however, Tao denotes something that is both the source of, and the force behind, everything that exists. Chinese Buddhism (Han Chinese Buddhism) has played an extremely prominent and dynamic role in Buddhist history, particularly in East Asia. Over the course of approximately two thousand years, Buddhist ideas and practices have shaped Chinese culture in a wide variety of areas, including art, politics, literature, philosophy, medicine, and material culture (Zhang, 1993).

The core value of Chinese culture system is derived from the thoughts of Confucians (Chen, 1986). Thoughts of Confucians have influenced Chinese people for many aspects for thousands of years, such as folklore, the development of history, social structures from ancient time, traditional arts and philosophical ideas (Wei, 2004). Since the Chinese culture is basically derived based on the thoughts of Confucians and other classical thoughts, contents of traditional Chinese culture learning was majorly emphasized in the philosophy thoughts in the Chinese culture content-based course in this study.

2.5.3 Culture teaching

Culture teaching is the approach that enables people to know a specific group of people's lives which covers language, ideology, rite, ways of thinking, values, ethics,

ways of life, customs, religions, literature, arts, science and technology (Greetz, 1973; Nostrand, 1978).

Nostrand (1978) also classifies the models of culture teaching developed under the following major six elements: 1) Culture element contains the value systems, habits of thought, assumptions about reality, verifiable knowledge, art forms, language, paralanguage and kinesics. 2) Society elements are organized under institutions which contain familial, religious, economic and occupational, political and judicial, educational, international, intellectual and aesthetic, social proprieties, status by group ethnic, religious and other minorities. 3) Conflicts element contains interpersonal conflict, intergroup conflict and intrapersonal conflict. 4) Ecology and technology element refers to exploitation of physical resources, exploitation of plants and animals, demographic control, health care and accident prevention, settlement and territorial organization, travel and transportation. 5) Individual element means integration at the organismic level, intrapersonal variability, and interpersonal variation. 6) Cross-cultural environment is the attitudes toward other cultures and toward international and supranational organizations.

Seelye (1984, p. 86) “defines seven skills that learners need to be build up for improve their culture comprehensions: 1) The sense, or functionality, of culturally conditioned behavior; 2) Interaction of language and social variables; 3) Conventional behavior in common situations; 4) Cultural connotations of words and phrases; 5) Evaluating statements about a culture; 6) Researching another culture; 7) Attitudes toward other societies.” The culture comprehension do not only require sufficient understandings on culture, but also refers to the interaction been build up between the culture understandings the society awareness.

According to Valette (1986), aims of culture education can be divided into four categories: 1) establish a wider understanding and awareness of target cultural ; 2) gain acquaintance of target culture’s etiquette; 3) be able to differentiate target culture and one’s own culture; 4) be able to analysis and do reflection of cultural values of both target culture and native culture. Obviously, the later two objectives require one’s comprehensive knowledge on both target culture and one’s own culture.

Bennet (1999)’s development model of intercultural sensitivity (DMIS) framework describes the procedures in which people respond to cultural differences and how their awareness and sensitivities changes. This model can be divided into 5 stages procedure. The first stage is from denial to defense. In this stage, the basic awareness between cultures would be developed. The second stage is from defense to minimization. In this stage, the resistance is gradually fade away and people starts to figure the similarities between cultures. The third stage is from minimization to

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acceptance. In this stage, the person start to realize the significance of culture difference. The fourth stage is from Acceptance to Adaption. In this stage, person start to gain understandings and knowledge of other cultures. The last stage is from Adaption to Integration. In this stage, the emotion and empathy about other culture would be built up in this stage. Bennet's DMIS framework tells us that culture sensitivity building is important element in culture teaching and knowing more than one culture is necessary in the cultural sensitivity building. Therefore, understanding in native culture is helpful in establish one's own culture sensitivity building.

2.5.4 Culture and language teaching

According to Zhang's (2007) point of view, the concept of English language teaching (ELT) should be modified or embedded with the elements of teaching English as an international language (EIL). The goal of ELT is to establish learners' communicative skills and its culture contents are initially related to target culture exclusively. Meanwhile, English as an international language (EIL) focus on the training of learners' ability to be able to communicate with the people with different culture background effectively (Risager, 1998). In McArthur's (1998) analysis of future English, the skill of be able to communicate with both minority of native English speakers and the majority of English speakers with diversified cultural background is necessary to master.

According to Hofstede (1991), language is one of the methods for human beings to do reflections of the world based on their understandings during their life experiences. Meanwhile, language and culture are considered as a whole object and could never be analyzed separately. Culture has been absorbed and penetrated into human beliefs, understandings of the world and finally represented through language expressions.

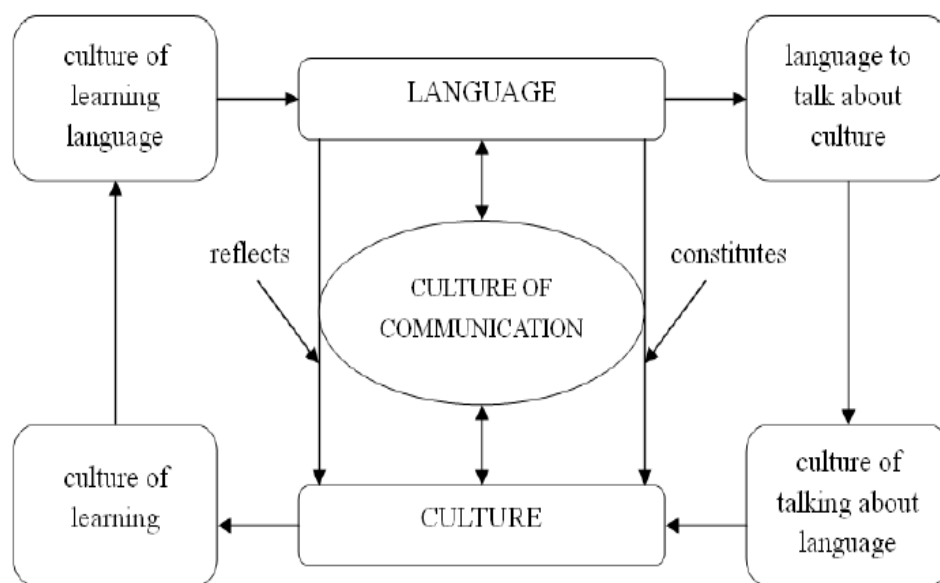
Kramersch (1993) points out three functions of language in terms of culture.

- 1) Language expresses cultural reality. The words that people use refer to their common experience, which reflect language user's attitudes and beliefs. For others who share the common experience have the similar point of view as well. Such as China has a large expressions about "rice" since it has a rich culture of rice.
- 2) Language embodies cultural reality. People also create experience through language. The way people speak, write or other visual expression also create meaning to the group of people who share same cultural background. For example, speakers' accent, voice, the way how people make a conversation, body languages and eye contact express the message that understandable by the group of people who have the same cultural background.

3) Language symbolizes cultural reality. Language is a set of system that having self-value. Speakers distinguish themselves between others through the language usage. They consider the language they use as a sigh of their social identification.

Similarly, Geertz (1977) presents the point of view in terms of anthropology. Language also significantly represents human behavior and typical action which indicated by the society structure and the methods of interactions between each individuals that share the common language systems. Moreover, Geertz also points out the culture and the way how the people use language to express it out is influenced by people’s behavior as well. The relationship between language and culture has been deeply investigated by anthropologist with the purpose to gain further understandings of the target society group. Peck (1993) says that foreign language study is not complete if there is no culture learning penetrated into that. Lessard (1997) even describes language teaching as equal important as culture teaching. Jin and Cortazz (1998) set a frame to explain the correlation between language and culture. The relationship between language learning and culture learning are described below in detail:

Figure 2
Relation
ship
between
languag
e and
culture
(Jin &
Cortazz,
1998).



From Figure 2, it can be seen that language and culture are tightly connected to each other, language is part of culture while culture is the major component of the construction of language and they contribute to the establishments of each other. Both language learning and using are deeply influenced by the effects bought by culture learning. Therefore, the efficient language teaching should never take out of the consideration of culture teaching.

In culture learning, it is an important quality for a language learner to be able to compare the difference between target culture and native culture. Since English teaching in China has been over emphasized on cultures of target countries and the contents of Chinese culture knowledge nearly absent, this study is going to implement the instruction of Chinese culture to enable students competent on native culture.

2.5.5 Chinese culture teaching in ELT in China

Chinese culture teaching has been ignored in ELT in China since overemphasis on the target culture education (Wei, 2004). Consequently, negative effects and arguments about this phenomenon has triggered as well. Since 1990, with the extension of investigations on cultural education from different perspectives and further researches of intercultural communication, studies on culture instruction in ELT start to concern about native culture and target culture (Gao, 2002; Yuan, 2006; Wang, 1994; He, 1993). Even there are a few colleges in China have offered the Chinese culture teaching, the application of Chinese culture teaching in ELT in college in China is still absent. Compare with the group of language learners who has been accepted the knowledge of both target culture and native culture, the group of language learners who has been educated in the “target culture only” ELT model usually not behave well in many means of communication, especially on speaking and listening ability. On the contrary, for those students who learned both cultures, they usually behave more talkative and active when they communicate with others (Wu, 2005).

Recently, teachers in ELT have start to emphasize on Chinese culture teaching and have developed researches for different purposes such as improvement of intercultural communicative competence and introduce Chinese culture to other countries out of China. They all propose that Chinese culture instruction should be implemented into English teaching with the aim to enhance learners’ ability on express Chinese culture. Wei (2004) states that in many conducted researches on students’ ability on express Chinese culture in English, most students are short of oral communicative competence on express Chinese culture in English and the reason of this phenomenon could be divided into three reasons: 1) students lack the knowledge of Chinese culture; 2) students lack the knowledge of English on Chinese culture; 3) majority of English textbooks are western-culture centralized (Zhang, 2002; Liu, 2003). Zhang (2007) presents that the knowledge of one’s native culture and be able introduce it is the key to improve individuals language expressiveness competence. Since when learners need to introduce their native culture to others in English, it not only need comprehensive knowledge on their native culture, the sufficient English knowledge that needed to express their native culture is required as well.

Wu (2005) suggests to implement the elements of Chinese culture into ELT teaching materials. He proposes the importance of Chinese culture teaching in ELT of college in China and suggests the model of “three chariots” to be implemented into ELT in college of China. Three chariots aims at the comprehension of English language, understanding of Chinese and foreign culture and mastering of multi-disciplinary knowledge. He also divides culture stratum system into five categories. They are Custom stratum, Factual Stratum, institutional stratum, Achievements stratum and Values stratum:

- (1) Custom stratum focus on the series of customs that penetrated into Chinese people’s lives passed from generation to generation such as folklore, etiquette manners.
- (2) Factual stratum focus on the knowledge of five thousand years history of china and the geography conditions of approximately 9.6 million square kilometers of china’s landscape.
- (3) Institutional stratum focuses on social and political systems, governmental organizations, institutions and laws, etc.
- (4) Achievements stratum focus on field of arts, drama, literature, music, technology and science development.
- (5) Values stratum focus on the religions and philosophical ideas which include Confucian classics, Taoism and classical ethics been passed down.

Thus, it is obviously that Chinese culture teaching in ELT in China has been ignored, but more and more educators have realized the importance and functions of implement Chinese culture teaching into ELT in China on helping students to improve their language proficiency, especially in speaking ability. This study is going to implement Wu’s (2005) five stratum of culture system five stratum of culture system into the Chinese culture content based course. The scope of Wu’s (2005) stratum of culture system has profoundly covered the aspects needed in Chinese culture learning. The topics under each stratum in the designed course was also based on the collection from results of pre-interview and pre-evaluations from students, interview from teachers and textbook evaluation.

2.6 Chinese culture teaching on improvement of students’ listening and speaking ability in communication

According to Liu (2000), language learners should have no bias on either native culture or target culture. They should give equal respect on both of them and try to work hard to comprehend the knowledge of native culture and target culture. Samovar (2000) says the ignorance on native culture is a barrier prevents the mutual communication with others. Xu (2006) also states the importance of knowing one's native culture in ELT and points out native culture learning has been ignored for times in ELT of China.

Samovar (2000) defines intercultural communication is an activity to convey information between people whose culture background and symbol of perceptions is uniquely different with another a group of people. During the intercultural communication, the opponent is trying to enter our own cultural context as well since communication is a two-way process, then it require us to know our own culture sufficiently and to facilitate intercultural communication, competent listening and speaking ability in target language is necessary as well (Gu, 1993). Li and Zhen (2005) point out that since the absent of native culture teaching lead the inequality of exchanges of culture during the communication, so the intercultural communication teaching in ELT in China is unequal,. Therefore, learners' own cultural identity will be lost gradually (Xu, 2006).

In order to maintain equal exchanges of culture and equal intercultural communication, Chinese culture should be instructed in a suitable approach and be understood sufficiently and be able to expressed out clearly in a good command of communication ability (Li, 2005). Hu (1994) says besides good command on the knowledge of both native culture and target culture, competent listening and speaking ability is also needed to conduct intercultural communication well.

Therefore, the ability to understand intercultural communication effectively is one of the major responsibilities of language learners. Good command on the knowledge of both native culture and target culture is obviously the initial ability that language learners should have. Since the culture teaching in ELT in China has been emphasize on target culture and ignore Chinese culture, the unequal knowledge mastery on native culture and target culture have prevents learners to understand intercultural communication effectively. Thus, the implementation on Chinese culture teaching is necessary. However, this study will not aim at the intercultural communication since the lack of participants with other cultural background. Moreover, intercultural communication is not the objective of this study. Nevertheless, through the understandings on intercultural communication, we could get some enlightenments that understanding on native culture is an important quality for a language learner. Communication could never be conducted efficiently without equal information exchange. Therefore, sufficient understandings on native culture is essential factor to

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become successful in second language learning. Besides comprehensive understanding on cultural, listening and speaking are another two skills that needed in communication well. Thus, based on the consideration of the demand on both native culture knowledge and communication ability, this study is going to implement Chinese culture content based course with the purpose to enhance students' knowledge on Chinese culture and improve their listening and speaking ability in communication. Eventually contribute to enhance their competence on communication comprehensively.

2.7 Previous studies

In China, more and more scholars have realized the importance of Chinese cultural teaching in ELT. They have conducted many investigations to verify the enhancement on Chinese culture studies will enable students' improvements on intercultural communication competence simultaneously.

Zhang and Zhu (2002) conducts an investigation into medical students' listening ability in English in Tsinghua University. 90 students are selected to participate the investigation. The results of this study indicate that target students have difficulties to understand daily conversation in English. Meanwhile, it is necessary to develop the students' listening ability through the content that they interested in English. From the investigation, it is also found that the content-based teaching is not popular in China and it is needed to implement to improve college students' English proficiency.

Liu (2005) conducts an investigation into Chinese major students' speaking ability in English. 85 Chinese major students from Xiamen University participate the test. The result of the test reveals that students are poor at speaking. After the researcher implement the Chinese culture course in English for 1 month, students' ability at conduct oral communication in English had been enhanced significantly. This study proposes that more Chinese cultural knowledge should be presented in English in order to improve Chinese major students' oral communication ability in English in general.

Liu (2002) conducts a test in Wuhan University in China to find out students' language proficiency on listening and speaking ability in communication. 60 undergraduate students (math majors) are selected to take the test. The results of the test show that 65% of those chosen students' speaking ability to conduct a communication is far from fair. After the researcher implemented the math course in English for two months, 60% of those students achieved better performance at the speaking ability test. This study indicates that content-based course on specific area which relate to learners' needs is efficient at improve learners' language proficiency.

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It proposes that content-based approach should be enhanced with the purpose to improve students' speaking ability.

Lan (2003) conducts an investigation in Jiangsu University in China to find out economic major students competence on English listening. 50 students participate the investigation. The results of the investigation show that only 50% of those students' listening ability achieves the qualified level. After the researcher implemented the economic content-based course in English for a semester, 88% of those students' grades on the listening test achieve the qualified level. Researcher figures out that in English learning, improvement of English competence on specific academic area can stimulate students' improvement in general English as well. Thus, researcher states the importance of implementing teaching of content-based course into ELT.

Liu (2007) conducts an investigation to find law school students' oral communication skill in Changjia College in China. 80 students participate the research. Both test and interview are used in the study. The results of the study indicate that students' ability to conduct oral communication in English are unqualified. This study proposes that law content-based approach in English was efficient at attract students' interesting on English learning and improve their oral communication ability eventually.

Chen (1999) conducts a research at Yanjing University to investigate chemistry major students' ability on English listening. There are 45 students participates the study. The results of the test show that most of those students listening ability is unqualified. Based on the situation of students' low interest at English learning and the domination of traditional teaching method, the research proposes the suggestion of the chemistry content-based approach should be introduced to enhance students' listening ability in English.

All of the previous studies point out the importance of content-based approach in ELT in China. These studies shows that it is important to implement content based approach into ELT to enhance students' communication ability in English, especially speaking and listening, which are two most basic patterns to conduct communication.

2.8 Conclusion

Content-based approach in ELT in China has still merely been adopted by many schools. Accordingly, majority of Chinese students communication ability rely on listening and speaking are unqualified to conduct oral communication smoothly. Therefore, based on the theoretical support from investigation of content-based course, we can find out that content-based course is efficient at improve students' listening and speaking ability in communication. It is an obviously phenomenon Chinese culture teaching has been absent in ELT in colleges in China, but the benefit

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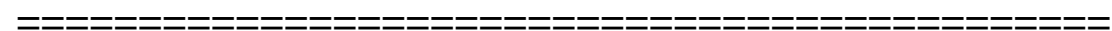
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of Chinese culture teaching on improve students' language proficiency have been realized by many teachers. Intentionally, this study is going to implement the Chinese culture content based course in ELT with the purpose offset students' incompetence on listening and speaking ability in English.

Chapter Three

Research Methodology



This chapter discussed the design of this research and the methodology that applied in the study. It mainly concluded the population and sample group, research instrument, procedure of the study and data analysis.

3.1 Population and Sample group

This study was conducted as the experimental research. The selection of the population in this study was based on purposive sampling. Based on the consideration of class size, the control of class activities, the limitation of classroom, students'

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schedule, students' English levels, school regulations and negotiation with school supervisors, thirty students was the most appropriate number of students to select to participate into this study. The supervisor of English department at Yuxi normal university selected thirty students for the researcher based on purposive sampling method. Thirty second year English major students from Yuxi Normal University in Yunnan China were chosen as the Target group. Those chosen students have seven years English studying background approximately and had passed the CET-4 exam. CET-4 is national English as a foreign language test in China. CET-4 is used to evaluate Chinese undergraduates to ensure they have reached the required English levels specific in the National College English Teaching Syllabuses. For those students who have passed CET-4 test, it means their English proficiency have achieved the intermediate level (Jin, 2006). According to the difficulty of the Chinese Culture content-based approach that was implemented into this study, intermediate level was required to be able to understand the content of the teaching. Thirty students were divided into two groups and each group has 15 students randomly. One group was experimental group while the other one was control group. Experimental group were taught the designed course under content-based approach while the control group were taught under the traditional teaching method. The designed course was 26 hours long include instruments treatment. For the control group, the Chinese culture content-based course was implemented through the traditional teaching method, which is lecture-centered class and there were no interactive activities in the class. For the experimental class, interactive activities such as small talk, group discussion and presentation were the main task for this approach.

3.2 Research Instruments

To implement Chinese culture content based course in order to enhance students' listening and speaking ability in communication, treatments instruments and data collection instruments are designed for this study.

3.2.1 Treatment Instruments

3.2.1.1 Pre-interview on Students and Teachers

3.2.1.1.1 Pre-interview on Students

In this study, the pre-interview on students was conducted as the form of semi-structured interview with the purpose to find out students' perceptions about their knowledge on Chinese culture and listening and speaking ability in communication. Students from both experimental group and control group were interviewed individually one by one. Interview questions were prepared before the interview and students' answers were recorded. In order to make the interview could reflect

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students' opinions more accurately and precisely, the interview was conducted in Chinese in order to make students feel comfortable with the question. Each student's answers were fully recorded as an audio file and evaluated by the researcher individually. Each interview lasted for 5 minutes and there were 7 questions in it (see Appendix A). The answers collected from students were summarized by the researcher and interpreted as suggestions that applied in the designed course. Students' preferences on the course content and classroom activities were taken into consideration in the design of the course implemented for this study.

3.2.1.1.1 Students' opinions on the equality between western culture studies and native culture studies

According to the answers collected from students, 30 students from both experimental group and control group all clicked the choice of western culture having more opportunities to access. They all generally presented that western culture studies majorly occupied the English learning materials that they currently use and no Chinese culture-related content reference had been introduced to their English class. Therefore, this is one of the major reasons why their knowledge on the English expressions in Chinese cultures was limited.

3.2.1.1.2 Students' opinions on the significance of the knowledge in Chinese culture in the communication with speakers with other culture background

According to the answers collected from 15 students in the experimental group, 10 of them agree with the point of view that the knowing of one's own native culture is necessary for language learners to acquire, since for language major students, there are a lot of occasions that they need to output the knowing of one's own culture to the people with different culture background. Other 5 students had no obvious feeling on the importance of knowing one's own culture in the communication with speakers with other culture background, but they would like to try to increase their knowledge on their native culture and see how it will influence them.

As for the 15 students from the control group, 11 of them presented their opinions on the necessity of understanding one's own culture in English to help them conduct a better communication with the people with other cultural background. 4 of them did not state their opinions on how knowing one's culture would significantly be efficient on improving the communication quality with people who have other culture background, but they still interested in trying to learn it and see how the understanding one's own culture in English would affect their communication ability.

Thus, based on the answers from the both experimental group and control group, the majority of them thought the improvement on the knowledge of Chinese culture

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would efficient for them to enhance their communication ability with the people have other culture background.

3.2.1.1.1.3 Students' opinions on their knowledge of Chinese culture

According to the answers collected from 15 students in experimental group, 10 of them stated that their knowledge on Chinese culture are poor. 2 of them stated fair while other 3 of stated good. However, no matter how they judged their level of knowledge on Chinese culture based on their feeling, they all stated that their knowledge on the Chinese culture in English are very limited. Therefore, they all said the implementation of Chinese culture content course in English was needed by them.

As for the 15 students from control group, 11 of them stated their knowledge on Chinese culture are poor. 3 of them stated fair while other 1of stated good. Similar as the experimental group, the knowing of Chinese culture in English is extremely limited and the implementation of Chinese culture content course in English was in great demand.

Therefore, according to the answers from the both experimental group and control group, the majority of them rated their knowledge on Chinese culture were poor. Simultaneously, they all stated that their knowledge on Chinese culture in English was extremely poor and the related implementation course was needed.

3.2.1.1.1.4 Students' opinions on the preference of the method to conduct the Chinese culture content-based course.

According to the answers collected from 30 students in both experimental group and control group, all of them stated that they prefer the implementation course would be conducted through materials learning, classroom activities and outdoor exploration.

3.2.1.1.1.5 Students' opinions on the learning preference of the topic of content of Chinese culture

According to the answers collected from 30 students both in experimental group and control group, the topics that students were willing to learn ranked from highest preference to the lowest are: Chinese history, philosophy heritage, Chinese traditional arts, geographic landscape of China, government society, economy and reform, China folk culture, contemporary literature of China, science and technology of China, education of China.

3.2.1.1.1.6 Students' opinions on the improvement of listening and speaking ability in communication through the enrichment on the knowledge of Chinese culture

According to the answers collected from 15 students in experimental group, 12 of them stated the opinion that the more knowledge you have on different areas of discipline, the more opportunities would come out for you to conduct communication in different types of occasions. Therefore, the enrichment on the knowledge of Chinese culture would definitely help them to be able to conduct more speaking ability and be able to gain more understanding through listening practice. Other 3 of them did not state the agreement that there would be an improvement on listening and speaking ability through the enrichment on the knowledge of Chinese culture but they would like to take the implementation course and see how this will influence them.

As for the 15 students from control group, 10 of them had the similar point of view as those 12 students in experimental group who believed there would be an improvement on listening and speaking ability through the enrichment on the knowledge of Chinese culture. Other 5 students stated the uncertainty that whether their listening and speaking would be improved or not through the Chinese culture implementation course.

Therefore, according to the answers from the both experimental group and control group, the majority of them stated the agreement that there would be an improvement on listening and speaking ability through the enrichment on the knowledge of Chinese culture. The rest of them were uncertain about that but they were all willing to participate in the course implementation and see how it would influence their listening and speaking.

3.2.1.1.1.7 Students' opinions on the overall expectation towards the implementing of Chinese culture content-based course

According to the answers collected from 30 students both in experimental group and control group, they all presented that they prefer the course would be conducted in a creative way which was activities-oriented instead of traditional lecture-centered method. They expect the course would be create them more fun and interesting activities which attract them willing to learn and have fun through the learning process.

In conclusion, from students' answers from the pre-interview, both experimental group and control group had presented their willingness towards the implementation of the Chinese culture content-based course. The information of students' preferences on topics and methods to learn the course gathered from their answers had considered into the design of the implementation course.

3.2.1.1.2 Interviews on Teachers

Interviews with two teachers in China were conducted as the form of semi-structured interview for their general opinions about the Chinese culture teaching in ELT and suggestions about the designed course. Interviews were conducted in Chinese in order to show respect to teachers. Each interview lasted for 15 minutes and there were 9 questions in it (see Appendix B). The data collected from teachers' answers was summarized by researcher and interpreted as complementary suggestions that applied in the designed course. Teachers' opinions on the course content, classroom activities were taken into consideration into the design of the course as well.

Based on the responses collected from teachers' answers, both of them thought the implementation of Chinese culture in English teaching was extremely limited and this limitation had caused barrier on improvements of students' communication abilities, especially on listening and speaking. Therefore, they believed the implementation of Chinese culture content-based course was necessarily to attempt to investigate how the enhancement on the knowledge of one's native culture would influence its listening and speaking ability in second language. Moreover, two of them stressed that the way to conduct the teaching should be based on activities-oriented teaching method rather than traditional teaching method. Besides, they all think the topic on Chinese history, philosophy thoughts and traditional arts were three topics that needed most to introduce to students. They also suggested that the each topic should not be taught less than 2 hours.

3.2.1.2 Textbooks evaluation

The textbooks been currently used by target students were chosen to evaluate to investigate how much content of Chinese culture instruction has been presented into the textbooks. They are "New College English book 1-4", "Extensive reading 1-4", "Step by step listening 1-4", "Interchange 1-4". Those 16 chosen books are widely used in colleges in China. Most colleges in China use these books as the textbooks for English major students (Su, 2010). The listed topics including Chinese culture in the evaluation form are classified by researcher from those 16 chosen books and the popular topics with high frequency of appearance on English textbooks (Harmar, 1998). There are 4 sets of textbooks and 16 books in total. The evaluation is based on

the following evaluation form. Researcher is going to calculate the frequency of appearance of the listed topics including Chinese culture for each textbook. The topic with lowest frequency means this topic merely appears on textbooks.

Table 1 textbook evaluation form

Topics	New college English book 1	New college English book 2	New college English book 3	New college English book 4	Extensive reading1	Extensive reading2	Extensive reading3	Extensive reading4	Step by step listening 1	Step by step listening 2	Step by step listening 3	Step by step listening 4	Interchange 1	Interchange 2	Interchange 3	Interchange 4	Total
Sport	√	√	√		√	√	√	√		√	√	√		√	√	√	13
Travel		√	√	√		√		√	√	√		√	√		√	√	11
Family life	√	√		√	√	√	√	√	√	√		√	√	√	√		13
Career		√	√	√	√		√	√	√	√	√	√	√		√	√	13
food	√		√	√	√	√	√		√	√		√	√	√	√		12
politics			√	√			√	√		√		√			√		7
literature				√	√	√	√	√			√	√		√	√	√	10
Daily life	√	√			√				√	√			√	√	√		8
Music	√	√			√	√		√	√		√		√		√		9
Film	√	√		√	√		√		√		√		√			√	9
Drama			√	√		√	√		√		√		√			√	8

Customer	√	√			√	√		√	√	√		√		√		√	10
Education		√		√	√		√		√	√	√		√		√	√	10
Celebrity	√		√	√		√		√		√	√		√	√		√	10
Science		√	√		√	√		√	√		√			√		√	9
Geography			√		√	√		√		√	√		√		√		8
History		√		√	√		√	√			√			√		√	8
World festivals	√				√	√		√				√		√			6
Economy				√				√	√				√		√		5
Academic			√		√		√		√		√		√			√	7
Philosophy				√				√				√		√	√	√	6
Emotions		√		√	√				√	√			√				6
Relationship	√	√			√		√			√		√			√		7
Animal	√	√			√	√			√	√		√		√			8
Weather	√	√					√	√			√		√			√	7
Health	√	√			√			√			√		√		√		7
Technology		√	√	√		√	√		√	√		√		√	√	√	11

control group. Lesson plans contain studying objective, teaching materials, class procedures and evaluations. Different teaching material was designed for control group and experimental group. Since the lesson plan for the control group was same as the way how students have been taught as usual. Therefore, the lesson plans of control group were not evaluated before its implementation. Lesson plans for experimental group were evaluated by two experts before the conduction (see Appendix F). Two experts are English teachers from target school with more than 7 years English teaching experience in college. One of them is associated professor and the other one is instructor. If the result of evaluation was effective (3.41-4.20), this course was allowed to implement into target students.

Table 2: Scales of effective lesson plans

Mean score	Level of effectiveness
4.21-5.00	Very effective
3.41-4.20	Effective
2.61-3.40	Fairly effective
1.81-2.60	Low effective
1.00-1.80	ineffective

Based on the results collected from teachers' evaluation towards lesson plan, the mean score of both teachers' evaluation was 3.48, which was interpreted as "effective". It means the course was allowed to implement into target students.

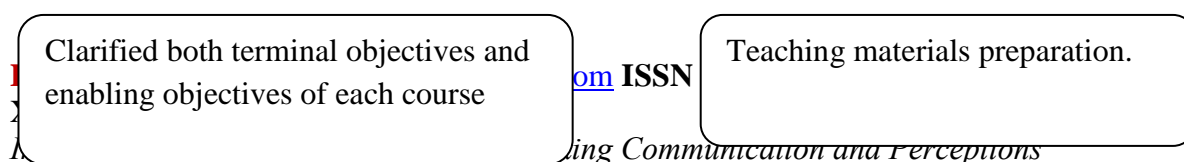
3.2.1.4.2 Teaching procedure for each lesson plan

Based on the description of content mentioned in Chapter 2, it is an approach that represents the achievement of language competence based on the learning of subject matter. This designed course aims at enhancing students' mastering of the knowledge on Chinese culture content and improve students' listening and speaking ability in communication. Experimental group of students will gain the knowledge of Chinese culture through materials study, video watching, attending lecture, guest speaker lecture and etc. Series of speaking activities such as presentation, group discussion, and role play with the purpose to enhance both listening and speaking ability were adopted as well to implement in the experimental group. Control group

will study the designed course through the traditional way of teaching, which is lectured centered without interactive activities through the class.

3.2.1.6.2.1 Lesson plan for experimental group

The designed course was taught for two weeks with 170 minutes for each topic and 26 hours for the total length. According to Ren (2012), during the content-based course, knowledge study of specific subject and language ability training should be emphasized at simultaneously. Therefore, lesson plan of this study distributed the course length on knowledge study of Chinese culture and listening and speaking ability training equally (see Appendix G). The lesson plan of this course construct based on CLIL 4CS (content, communication, cognition and culture) framework. Before each class, lesson objectives and purpose of each course were clearly clarified by researcher. The first activity is the small group discussion and presentation. In this activity, students gained the cognition of the content of knowledge through the communication with group members and presented their information out to the whole class after they gained the cognition from the discursive communication. From this activity, students gained a better understanding from content of knowledge through the presentation presented to others and information collected through other's presentation. The second activity is the video watching. In this activity, students will gain the cognition through the information they received through their listening skills. From this activity, students' skills on acquiring needed information through listening practice would be enhanced continuously. The third activity is role play and group presentation. In this activity, students gained a deep understanding of the culture through self-participation experience. From this activity, students speaking ability were enhanced through the process of present information to the whole class through self-constructed language. The core knowledge of the culture content was cognized through the communication between group members. The communication between students during the process of rehearse, screenplay reading and the performance enabled students to cognize the content of the culture better. In the last closure step, teacher summarized the class for today and prepare sometime for students to ask questions. The flowchart of lesson plan procedures described in the flowchart below:



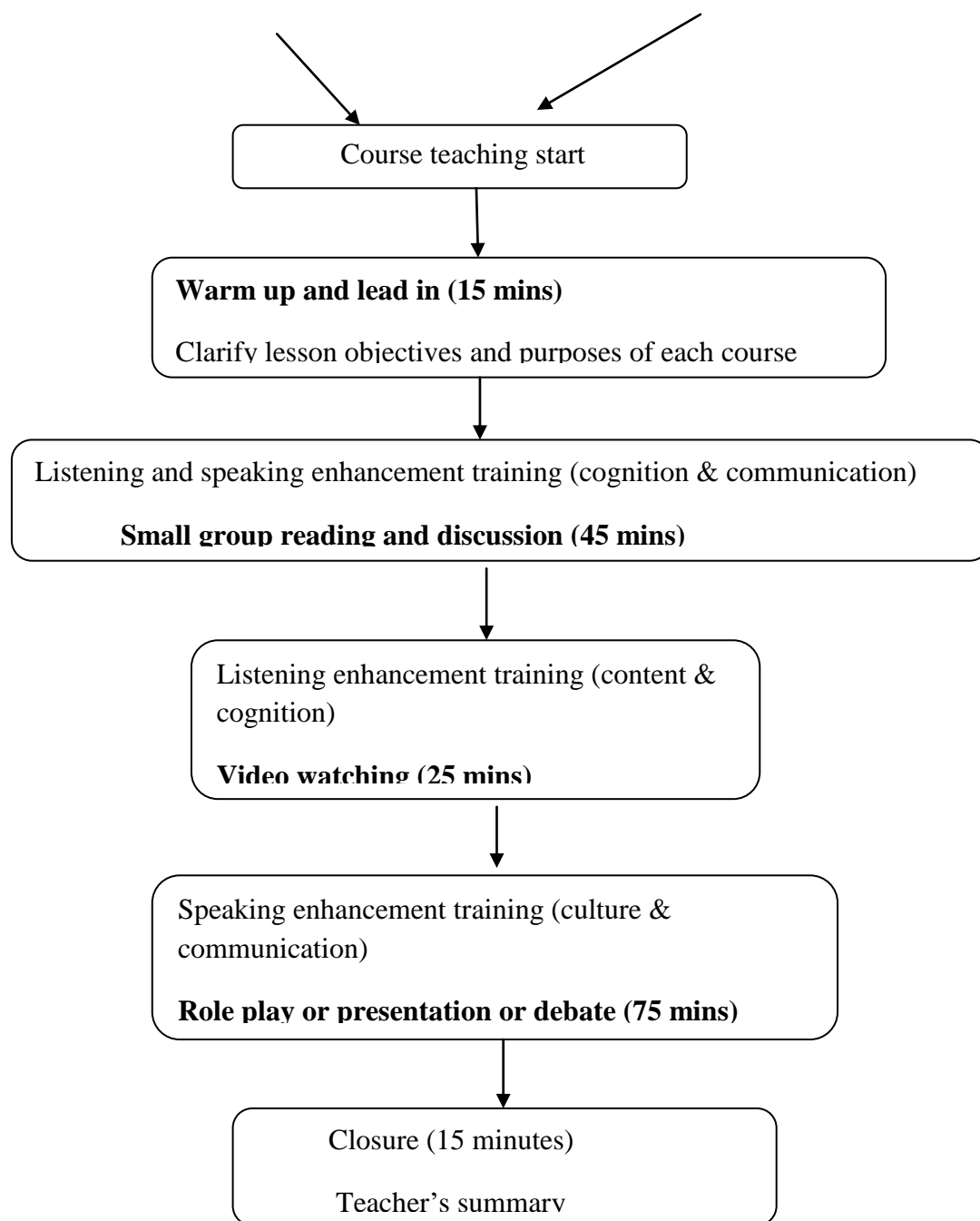
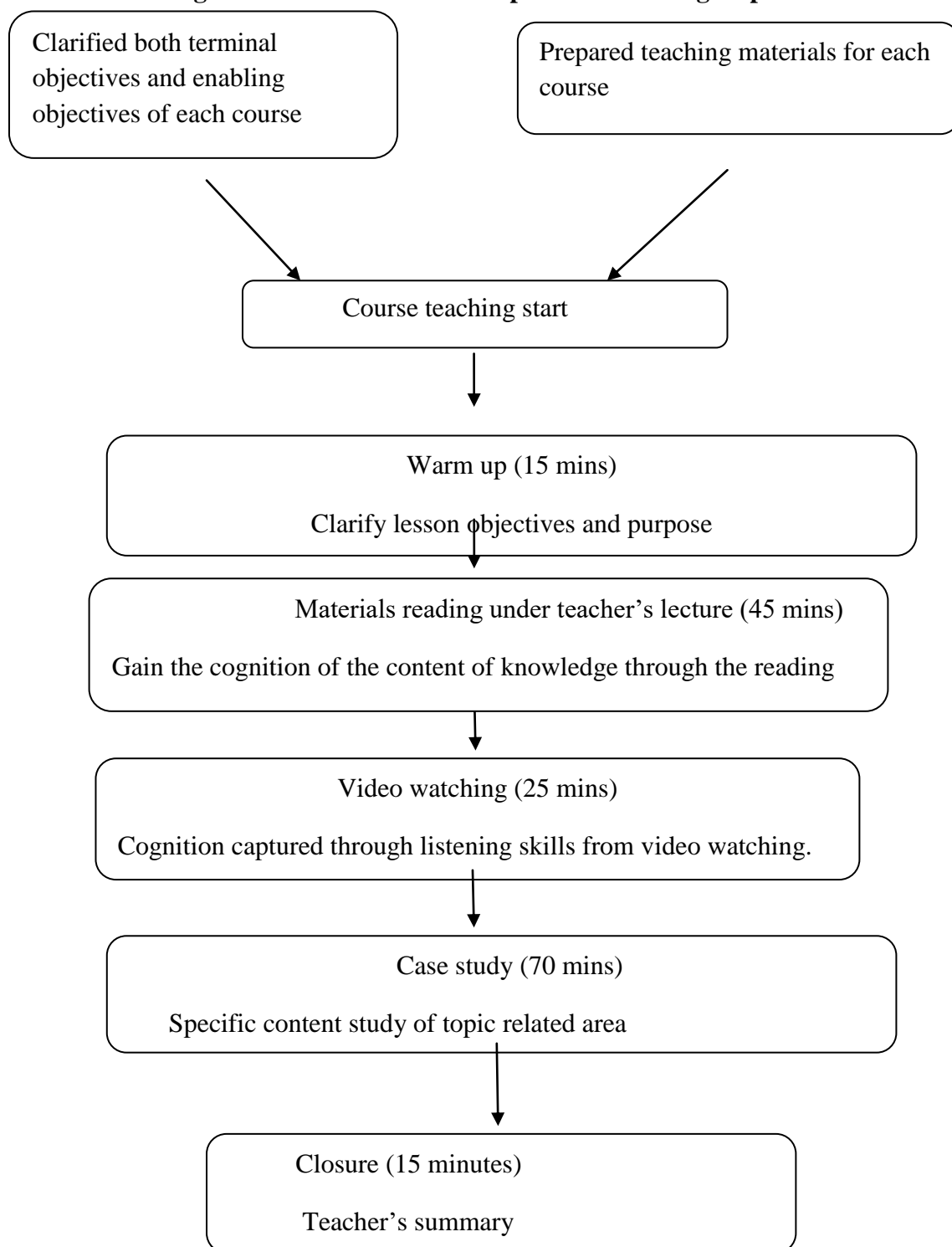


Figure 3: flowchart of lesson plan for experimental group

3.2.1.6.2.2 Lesson plan for control group

For control group, the designed course was conducted based on the traditional teaching method, there were rarely any interaction between students and teacher. Before each course, lesson objectives and purpose of each course were clearly clarified by researcher. The first activity was the teacher's lecture. In this activity, students gained the cognition of the content of knowledge through the reading material under teacher's lecture. From this activity, students' understandings on the content knowledge were enhanced. The second activity was the video watching. In this activity, students gained the cognition through the information they received through their listening skills. From this activity, students' skills on acquiring information from listening practice were enhanced constantly. The third activity was case study. In this activity, students gained a deep understanding of the culture through material study and teacher's lecture of a specific form of culture. From this activity, students learned a specific content of each topic through the intensively materials learning, students' skills on gathering needed information through reading text and lecture were enhanced. In the last closure step, teacher summarized the class for today and prepare sometime for students to ask questions. The flowchart of lesson plan procedures described in the flowchart below:

Figure 4: Flowchart of lesson plan for control group



3.2.2 Data collection instruments

In this study, pre-evaluation on students' listening and speaking ability, post-evaluation on students' listening and speaking ability and three formative tests were applied to answer research question 1. Pre and post interview on students, pre and post questionnaire on students were applied to answer research question 2.

3.2.2.1 Pre-evaluation on student's speaking ability and listening ability

The pre-evaluation on students was conducted with the purpose to find out students' current level on their listening and speaking ability in communication. Both experimental group and control group accepted these two evaluations.

3.2.2.1.1 Pre-evaluation on students' listening ability

The pre-evaluation on students' listening ability was conducted as the form of blank filling questions to evaluate students' knowledge of Chinese culture. There were 10 topics in the evaluation which are architecture; geographic landscape of China; philosophical heritage of China; Chinese traditional arts; government and society of China; China economy and reform; folk culture of China; contemporary literature; technology; Chinese history. There are 2 sections in this test. Section 1 contains 20 questions and each question take 1 point and 20 points in total. They get 1 point for each question they answered correctly. Section 2 contains 10 points in total. They get one point for each place that they mark it correctly on the map. The full score of the whole test is 30 points (see Appendix D). The evaluation criteria of listening ability was adapted from Yang's (2005).

The total score was evaluated as the criteria:

Table 3: scale of pre-test on listening ability

Score	Interpretation	Description
24.01-30.00	Very good	Excellent in English listening and be able to capture the information accurately through what they hear.
18.01-24.00	Good	Comparatively good at listening English and be able to acquire the meaning mostly correct.
12.01-18.00	Fair	Generally be able to capture the meaning of the context, but poor at acquiring the information in detail

6.01-12.00	poor	Limited at listening English and limited able to grasp the meaning of the context
0-6.00	Very poor	Extremely limited at listening English and limited able to grasp the meaning of the context

3.2.2.1.2 Pre-evaluation on students' speaking ability

The pre-evaluation on students' speaking ability was applied used to examine students' current level on their English speaking (see Appendix E). There were 2 parts in pre-evaluation at students' speaking ability evaluation. In part 1, students will select 1 topic from 10 topics (name, religion, food, history, traditional arts, teamwork, sports, film, travel, family) to answer the each question under the chosen topic shortly in 3-4 sentences. Part 2 is personal long-turn which requires students to select 1 topic from 7 topics (Chinese history, Chinese philosophic thoughts, Chinese opera. Chinese food, Chinese film, family, travelling experience in china) and be able to give a short presentation based on the chosen topic. Each part was evaluated individually based on the evaluation form in Table 4 and the mean score of total score of two parts will be students' final grades. Students' final grades were interpreted based on Table 5. Each student's answers were recorded as audio file. The findings from students' speaking ability were considered into the designed course. The evaluation criteria of speaking were adapted from British Council' assessment criteria. Speaking ability was evaluated by researcher based on the criteria as following:

Table 4: Evaluation criteria of students' speaking ability

Score	Fluency and coherence	Lexical resource	Organization and structure	Expressiveness on Chinese culture
5	<ul style="list-style-type: none"> Speaks fluently with only rare repetition or self correction; any hesitation is content-related rather than to find words Speaks coherently with fully 	<ul style="list-style-type: none"> Uses vocabulary with full flexibility and precision in all topics Uses idiomatic language naturally and 	<ul style="list-style-type: none"> Uses a full range of structures naturally and appropriately Produces consistently accurate structures apart from 'slips' characteristic of native speaker 	Knowledge on Chinese culture is sufficient and be able to use advance English to express correctly.

	<p>appropriate cohesive features</p> <ul style="list-style-type: none"> • Develops topics fully and appropriately 	accurately	speech	
4	<ul style="list-style-type: none"> • Speaks at length without noticeable effort or loss of coherence • May demonstrate language-related hesitation at times, or some repetition and/or self-correction • Uses a range of connectives and discourse markers with some flexibility 	<p>Uses vocabulary resource flexibly to discuss a variety of topics</p> <ul style="list-style-type: none"> • Uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices • Uses paraphrase effectively 	<ul style="list-style-type: none"> • Uses a range of complex structures with some flexibility • Frequently produces well organized sentences, though some grammatical mistakes persist 	<p>Knowledge on Chinese culture is fairly enough. Be able to use precise vocabulary to express.</p>
3	<ul style="list-style-type: none"> • Usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going • May over-use certain connectives and discourse markers <p>produce simple speech fluently, but more complex communication causes fluency</p>	<ul style="list-style-type: none"> • Manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility • Attempts to use paraphrase but with mixed success 	<ul style="list-style-type: none"> • Produces basic sentence forms with reasonable structure • Uses a limited range of more complex organization, but these usually contain errors and may cause some comprehension problems 	<p>Knowledge on Chinese culture is average and be able to use simple and understood expression to convey information.</p>

	problems.			
2	<ul style="list-style-type: none"> • Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction • Links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> • Is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice • Rarely attempts paraphrase 	<p>Produces basic sentence forms and some correct simple sentences</p> <p>but subordinate structures are rare</p> <ul style="list-style-type: none"> • Errors are frequent and may lead to misunderstanding 	Limited knowledge on Chinese culture, and the expressiveness in English is limited as well.
1	<ul style="list-style-type: none"> • Speaks with long pauses • Has limited ability to link simple sentences • Gives only simple responses and is frequently unable to convey basic message 	<ul style="list-style-type: none"> • Uses simple vocabulary to convey personal information • Has insufficient vocabulary for less familiar topics 	<ul style="list-style-type: none"> • Attempts basic sentence forms but with limited success, or relies on apparently memorized utterances • Makes numerous errors except in memorized expressions 	Knowledge on Chinese culture is nearly absent and cannot use English to convey the information.
0	<p>Pauses lengthily before most words</p> <ul style="list-style-type: none"> • Little communication possible 			

Table 5: Level band of scoring

Score	Interpretation	Description
4.01-5.00	Very good	Excellent in speaking English and be able to express Chinese culture perfectly in English
3.01-4.00	Good	Comparatively good at speaking English and be able to convey precisely information of Chinese culture in English.
2.01-3.00	Fair	Fair at speaking English and be able to express Chinese culture in English understandable in general.
1.01-2.00	poor	Limited at speaking English and limited able to express Chinese culture in English.
0-1.00	Very poor	Poor at speaking English and extremely limited to be able to express Chinese culture in English.

3.2.2.2 Post-evaluation on students' listening and speaking ability in communication.

Post-evaluation on students' listening and speaking ability was applied to find out whether the implementation of the course is effective in enhancing students' listening and speaking ability simultaneously.

3.2.2.2.1 Post-evaluation on students' listening ability.

In order to find out if there was an improvement on students' listening ability after the implementation of designed course, the post-evaluation on students' listening ability was conducted as the same questions and level of the test as the one used in pre-evaluation before (see Appendix D). Both control group and experimental group students' grades on this test were interpreted and compare with the grades of pre-evaluation to exam if there was a progress or not.

3.2.2.2.2 Post-evaluation on students' speaking ability

In order to find out if there was an improvement on students' English speaking ability after the implementation of designed course, the post-test on students' English speaking ability was conducted through the same type and level of the test as the one used in pre-evaluation before. The post-evaluation on students' speaking ability was applied to find out both groups of students' ability on their English speaking after the

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implementation of the designed course. Their speaking ability was measured under the same criteria as pre-evaluation on students' speaking ability (see Appendix E).

3.2.2.3 Three formative tests

Three formative tests were assessed during the implementation of the designed course to evaluate students' improvement on English listening and speaking ability during the course instruction. The first assessment was given after students have learned the first two topics (1. Chinese history; 2. Philosophical Heritage), the second one was given after they finished third and fourth topics (3. Chinese traditional arts; 4. Geographic Landscape of China) and the third one was given after they finished the fifth and sixth topics (5. Government and Society of China; 6. China's Economy and Reform). For listening test, there were 10 blank filling questions in total and each question take 2 points. The evaluations criteria of listening test was adapted from Liu's (2006). The evaluation criteria of students' listening ability are as follow:

Table 6: scale of evaluation of listening test for three-formative test

Score	Interpretation	Description
16.01-20.00	Very good	Excellent in listening English and be capture all they hear information accurately related to the topics learned.
12.01-16.00	Good	Comparatively good at listening English and be able to acquire the meaning of the topics learned before mostly correct.
8.01-12.00	Fair	Generally be able to capture the meaning of the context of the relevant topics, but poor at acquiring the information in detail
4.01-8.00	poor	Limited at acquire the information relate to the topics learned before through listening and limited able to grasp the meaning of the context.
0-4.00	Very poor	Extremely limited

The evaluation criteria of students' speaking ability in three formative tests are same as the one for pre-evaluation of speaking ability.

3.2.1.3 Students' pre-questionnaire

According to Peck (1998), pre-questionnaire was used to evaluate language learners' language ability based on their own feeling and perception. Both experimental group and control group took this questionnaire. In this study, students' pre-questionnaire was used to evaluate students' perspectives towards the implementation of the Chinese culture content-based course. There were 9 questions in the questionnaire adapted from Zhang's (2004) evaluation scale that he used in his study to evaluate students' perspectives (see Appendix C).

5= strongly agree; 4= agree; 3= Neither agree or disagree; 2= Disagree; 1= strongly disagree

The Likert scale is used as rating scale for the questionnaire

Table 7: scale of interpretation of students' pre-questionnaire

Scale	Interpretation of scale
1.0-1.80	Strongly disagree
1.81-2.60	Disagree
2.61-3.40	Neither agree or disagree
3.41-4.20	Agree
4.21-5.00	Strongly agree

Researcher collected students' reflections and calculate the mean score of their total feedback. The scales of students' mean score interpretation is shown in the table 7. The data collected from the students' pre questionnaire was applied by researcher to investigate students' perspectives towards the implementation of the Chinese culture content-based course before the course implementation.

3.2.2.3 Students' post-questionnaire

The students' post-questionnaire was applied to find out students' perspectives towards the implementation of the Chinese culture content-based course after the course implementation. In order to compare students' perspectives towards the course implementation, post-questionnaire used the same questions and evaluation methods

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as the pre-questionnaire (see Appendix C). The data collected from the students' post questionnaire was applied by researcher to find out students' perspectives towards the implementation of the Chinese culture content-based course after the course implementation. The answers collected from post questionnaire indicated researcher the effectiveness of designed course on improving students' listening and speaking ability in English through Chinese culture content based study.

3.2.2.4 Pre-interview on Students

In this study, the pre-interview on students was conducted as the form of semi-structured interview with the purpose to find out students' perceptions about their knowledge on Chinese culture and listening and speaking ability in communication. Both students from experimental group and control group accepted this interview. Students were interviewed individually and their answers were fully recorded as audio file. Each interview lasted for 5 minutes and there are 7 questions in it (see Appendix A). Among the 7 interview questions, question 2, 6 and 7 were applied to investigate students' perspectives towards the implementing of Chinese culture content-based course. In order to make the interview could reflect students' opinions more accurately and precisely, the interview was conducted in Chinese in order make students feel comfortable with the question. The answers collected from students' answers were summarized by researcher and interpreted as findings to investigate students' perspectives towards the implementing of Chinese culture content-based course.

3.2.2.5 Students' post-interview

In this study, the post-interview on students was conducted as the form of semi-structured interview with the purpose to find out students' perspectives about their knowledge on Chinese culture and listening and speaking ability in communication after they took the designed course. Students from both experimental group and control group were interviewed individually one by one. Each interview was lasted for 5 minutes and there were 5 questions in it (see Appendix K). This interview was conducted in Chinese with the purpose to made students to respond the information more accurately and precisely. The answers collected from students' answers was summarized by researcher and interpreted as findings to investigate their perspectives towards the implementation towards Chinese culture content-based course after the course implementation.

3.3 Procedure of the study

This study aims to investigate whether the implementation of Chinese culture content based course could enhance students' listening and speaking ability in English in college of China. The procedures of the study was conducted as follow:

3.3.1 Literature review and relevant previous studies of Chinese college students' listening and speaking ability in English, Chinese culture teaching in ELT in China, content-based approach were presented before the research methodology investigation.

3.3.2 The pre-interviews on students were conducted as the form of semi-structured interview to serve two purposes. First purpose was to investigate students' competence on their listening, speaking, knowledge on Chinese culture and their preferences of the course implementation methods based on their personal point of view. Their responses were collected and applied into the design of the course implementation. The second purpose of pre-interview on students was to investigate their perspectives towards the implementation of the Chinese culture content-based course. Finding from their answers were summarized by researcher and interpreted as results of their perspectives towards the implementation of Chinese culture content-based course.

3.3.3 The interviews on teachers were conducted as the form of semi-structured interview with the purpose to acquire suggestions from teachers to implement the designed course more comprehensively. There were 9 questions in this interview and each interview took 15 minutes respectively.

3.3.3 The pre-questionnaire on students were applied to investigate students' perspectives towards the course implementation before their study.

3.3.4 The textbooks been currently used by target students were chosen to evaluate to investigate how much proportion of Chinese culture content has been mentioned as the content of textbooks. The evaluation results of those chosen textbooks were used to provide suggestions on topics chosen in the designed course. There are 16 books chosen to evaluate. They are "New College English book 1-4", "Extensive reading 1-4", "Step by step listening 1-4", "Interchange 1-4".

3.3.5 The pre-evaluation on students' listening and speaking ability were conducted to find out students' competence on their English speaking and listening before the course implementation.

3.3.6 The course was designed based on findings from pre-interviews from students and teachers, textbook evaluation, and pre-evaluation on students' listening and speaking ability. Meanwhile, the content- based course was designed under Wu's

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(2005) five stratum of Chinese culture system. The course conducted through CLIL 4Cs (content, culture, cognition, communication) framework. These four Cs interrelated to each other and underpin the success of CLIL approach. Thirty second year English major student were divided into two groups to take the designed course. One was experimental group while the other one was control group. This course was 26 hours long include instruments implementation.

3.3.7 Implemented the Chinese culture content-based course to target students. There were seven topics in the course and each topic need 170 minutes to instruct for each group.

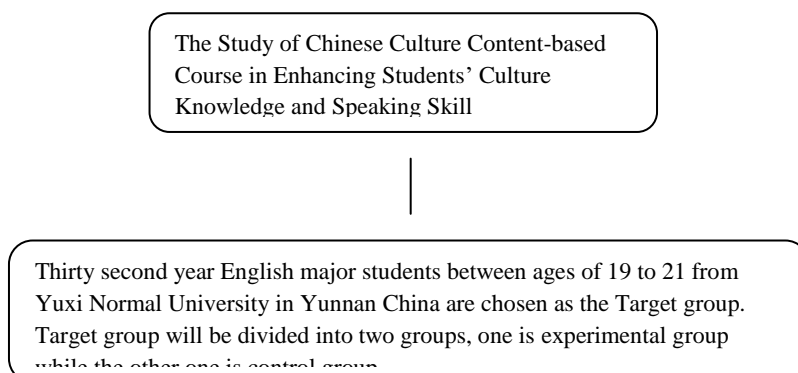
3.3.8 During the implementation of the course, students' listening and speaking ability in English were evaluated by three formative evaluations to investigate if there was an improvement or not continuously during their learning (see Appendix H). Students' grades on three formative evaluation would revealed whether their English listening and speaking ability improve or not during the implementation of course.

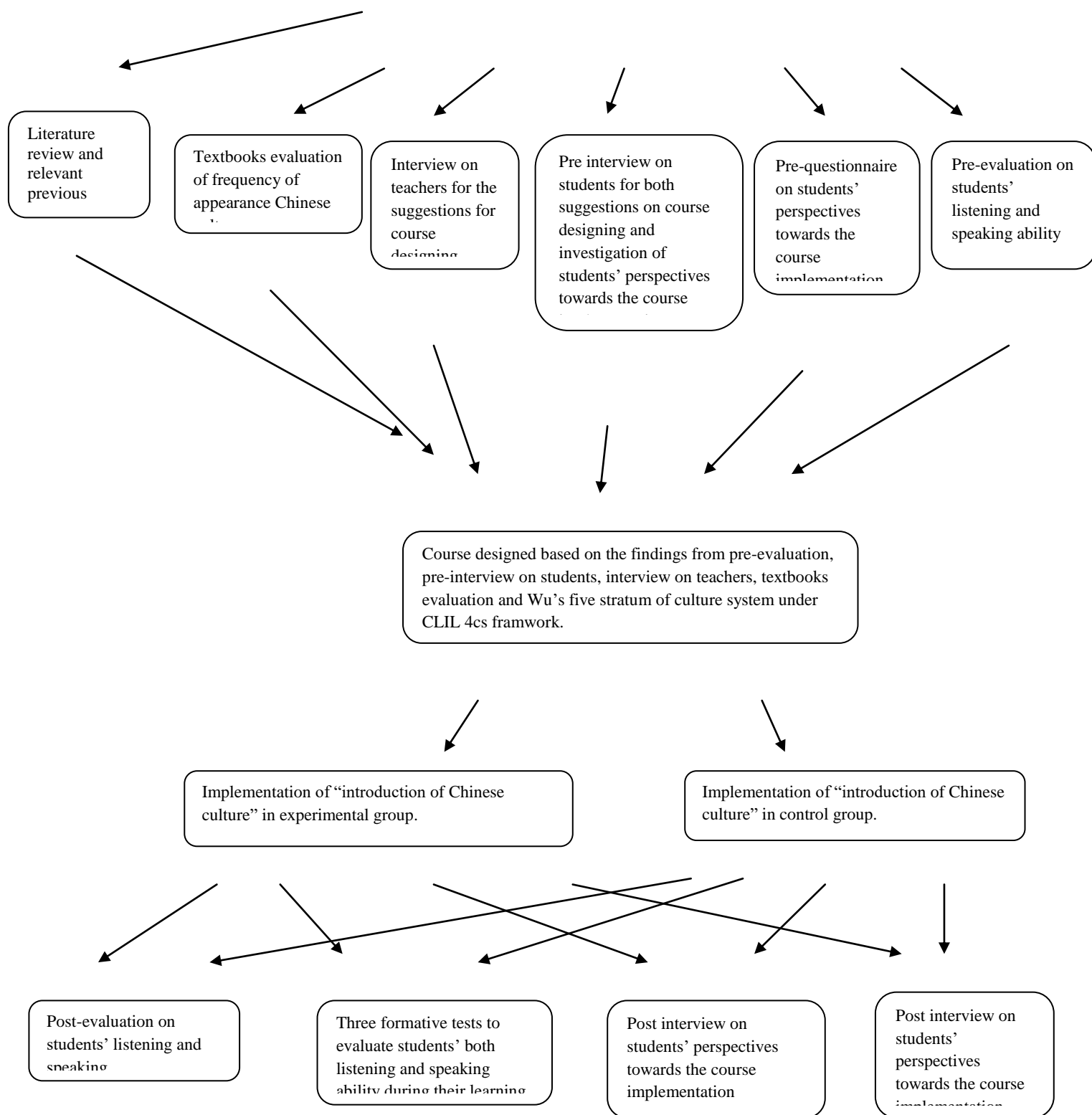
3.3.9 In order to find out if the implementation could enhance students' listening and speaking ability, **the post-evaluation** on students' listening and speaking ability was conducted to verify the changes.

3.3.10 Students' post-interview and post-questionnaire was applied to investigate their perspectives towards the implementation of Chinese culture content-based course after their learning. The qualitative data collected from students' responses were summarized by researcher as the findings of their perspectives towards the course implementation.

3.3.11 The difference of the data collected by instruments between target group and control group were compared at the end of the study to see if the content-based approach is more efficient than traditional teaching method on improving students listening and speaking ability in communication.

The procedures of this study can be concluded in the flowchart below:





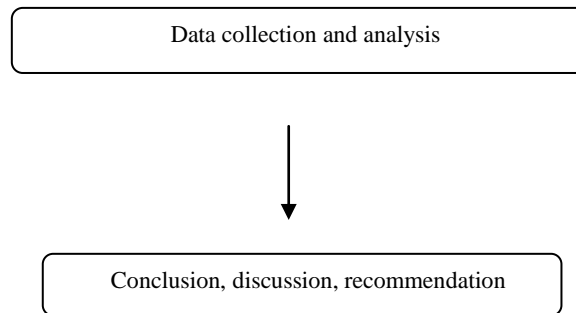


Figure 5 Flowchart of study procedure

3.4 Data Analysis

After collected all data needed, the study was analyzed data according to research questions as follow:

3.4.1 To what extent does Chinese culture content-based course enhance students' listening and speaking communication?

To answer this question, researcher analyzed the data as following steps:

3.4.1.1 Students' pre-evaluation, post-evaluation on listening with the score range from 0-30 were applied to evaluate students' listening ability. Students' pre-evaluation, post-evaluation on speaking with score range from 0-5 were applied to evaluate students' speaking ability. The researcher compared students' score between pre-evaluation and post-evaluation to find out if there was an improvement between two tests or not.

3.4.1.2 Three formative tests were used to evaluate students listening and speaking ability during the implementation of the designed course. Researcher compared the score of each test to investigate the improvement during learning process. Test on listening with the score range from 0-20 while test on speaking with score range from 0-5 were applied to evaluated students' competence (see table 4&5).

3.4.2 What students' perspectives towards the implementing of Chinese content-based course?

To answer this question, researcher analyzed the data as following steps:

3.4.2.1 The pre-interview and post-interview on students were applied to find out students' perspectives towards the implementing of Chinese content-based course. The qualitative data collected from students' answers provided researcher the reflection of students' perspective on implementing of Chinese content-based course.

3.4.2.2 Students' pre-questionnaire and post-questionnaire were applied to investigate students' perspectives towards the implementing of Chinese content-based course. Questionnaire was given before and after the implementation of the designed course individually. The researcher used Likert Scale to interpret as follows:

Strongly disagree =1; Disagree =2; agree Neutral =3; =4; strongly agree =5

Chapter 4

Results of the Study

This chapter presents the findings, the analysis of data and its interpretations. The findings are reported into two parts based on the research questions. First part is the results from examining the effects of implementation of Chinese culture content-based course on the improvement of students' listening and speaking ability in communication. Second is the finding of investigating students' perspectives towards the implementing of Chinese culture content-based course. Descriptive statistics and content analysis were applied to answer the two research questions.

4.1 Results of the study

The results of this study are presented based on the two research questions mentioned in chapter 1. Data were collected and analyzed to exam whether there is an improvement on students' listening and speaking ability in communication after implemented the Chinese culture content-based course. Students' communication ability in listening and speaking were evaluated on fluency and coherence; lexical resource; organization and structure; expressiveness on Chinese culture. Students' communication ability in listening and speaking were graded by the researcher. In order to investigate students' perspectives towards the implementing of Chinese culture content-based course, the data were collected from pre and post questionnaire, pre and post interview were used to analysis students' perceptions towards the implementation of Chinese culture content-based. 30 students were divided into two groups as 15 for each, one was experimental group while the other one was control group. Both groups' data were collected and evaluated to answer two research questions.

The following sections describe the results and its interpretation of the data corresponding to the research questions as follow:

4.1.1 Results and report students' listening and speaking ability

To answer the research question to what extent does Chinese culture content-based course enhance students' listening and speaking communication?, the researcher assessed students listening and speaking ability by their performance of pre-evaluation on listening and speaking ability, post-evaluation on listening and speaking ability, three formative tests on listening and speaking ability during the implementation of the course.

4.1.1.1 Pre-evaluation on students' listening ability

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The pre-evaluation on students' listening ability was conducted as the form of blank filling questions to evaluate students' knowledge of Chinese culture through listening practice. This evaluation was conducted before the implementation of Chinese culture content-course. The scores of the test are show in the Table 8.

Table 8 Students' score on listening ability in pre-evaluation

Experimental group		Control group	
Score	Interpret	Score	Interpret
14.80	Fair	14.87	Fair

As the results shown in table 8, it can be seen that the score of pre-evaluation on listening ability for experimental group and control group were 14.80 and 14.87 respectively, which were both interpreted as "Fair", which means students were generally be able to capture the meaning of the context, but poor at acquiring the information in detail. Transcript can be seen at Appendix M.

4.1.1.2 Post-evaluation on students' listening ability

The post-evaluation on students' listening ability was conducted as the form of blank filling questions to evaluate students' knowledge of Chinese culture through listening practice. This evaluation was conducted after the implementation of Chinese culture content-course. The scores of the test are show in the Table 9.

Table 9 Students' score on listening ability in post-evaluation

Experimental group		Control group	
Score	Interpret	Score	Interpret
19.93	Good	15.73	Fair

As the results shown in table 9, it can be seen that the score of post-evaluation on listening ability for experimental group and control group were 19.83 and 15.73 respectively, which were interpreted as "Good" for experimental group and "Fair" for control group, which means after the course implementation, students from experimental group were comparatively good at listening English and be able to acquire the meaning mostly correct, but students from control

group still generally be able to capture the meaning of the context and poor at acquiring the information in detail.

4.1.1.3 Comparison between pre-evaluation and post-evaluation on students' listening ability

The comparison of the results between pre-evaluation and post-evaluation on students' listening ability were used to investigate if there were improvements on students listening ability after the implementation of Chinese culture content-based course. The comparison results of experimental group are show in the Table 18. The comparison results of control group are show in the table 10.

Table 10 Comparison between pre-evaluation and post-evaluation on students' listening ability for experimental group

Pre-evaluation		Post-evaluation	
Score	Interpret.	Score	Interpret.
14.80	Fair	19.93	Good

As the table 10 shown, the score of the pre-evaluation and post-evaluation on students' listening ability for experimental group were 14.80 and 19.93 respectively. There were 5.13 points improvements of students from experimental group after the implementation of Chinese culture content-based course. The interpretation was modified to "Good" in the post-evaluation from "Fair" in the pre-evaluation for experimental group.

Table 11 Comparison between pre-evaluation and post-evaluation on students' listening ability for control group

Pre-evaluation		Post-evaluation	
Score	Interpret.	Score	Interpret.
14.87	Fair	15.73	Fair
14.87	Fair	15.73	Fair

As the table 11 shown, the score of the pre-evaluation and post-evaluation on students' speaking ability for control group were 14.87 and 15.73 respectively. There were 0.56 points improvements of students from control group after the implementation of Chinese culture content-based course. Both of the interpretations were "fair" in the pre-evaluation and post-evaluation on listening ability for experimental group.

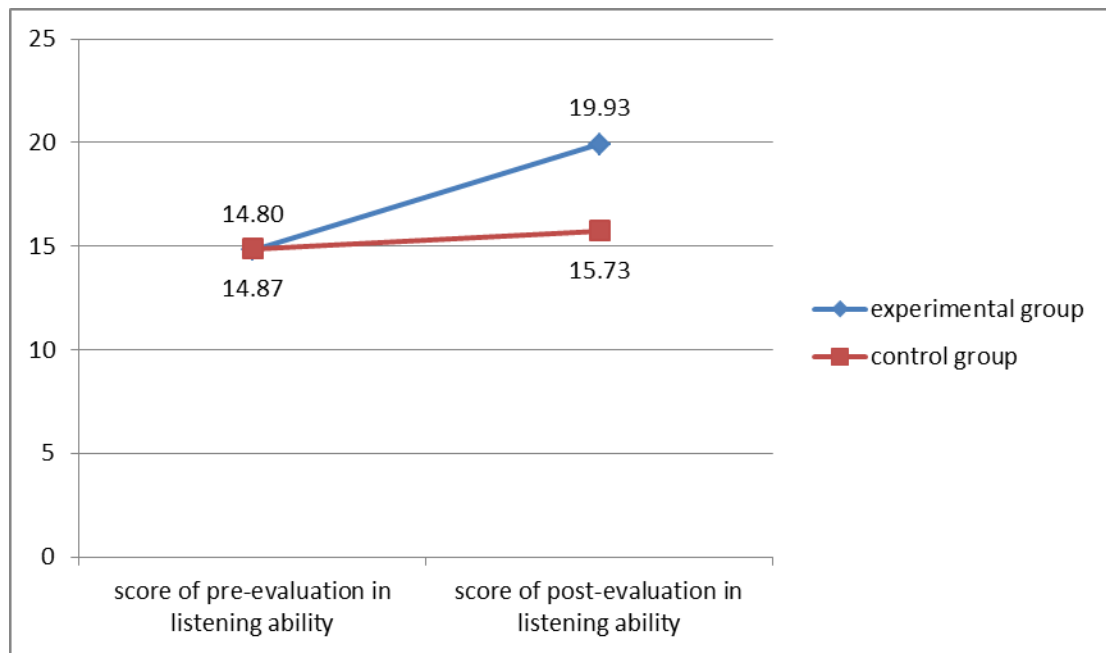


Figure 6 Plot chart of comparison between experimental group and control group on listening

Thus, based on the results from table 10 and 11, the improvements that experimental group gained were more significantly than control group on the listening evaluation on from pre-evaluation to post-evaluation. Experimental group gained 5.13 points improvement and modified the interpretation to "good" in post-evaluation from "fair" in pre-evaluation while control group gained 0.86 points improvement and maintain the interpretation as "fair" in both pre-evaluation and post-evaluation.

4.1.1.4 Pre-evaluation on students' speaking ability

The pre-evaluation on students' speaking ability was used to examine students' level on their English speaking ability before the implementation of Chinese culture content-course. The scores of test are show in the Table 12. Details of students' answers can be seen at Appendix O.

Table 12 Students' score of pre-evaluation on speaking ability

Pre-evaluation on speaking ability	Experimental group			Control group		
	Mean	S.D.	Interpret.	Mean	S.D.	Interpret.
Fluency and coherence	2.06	0.52	Fair	2.07	0.44	Fair
Lexical resource	2.20	0.54	Fair	2.27	0.57	Fair
Organization and structure	2.20	0.54	Fair	2.27	0.57	Fair
Expressiveness on Chinese culture	1.73	0.57	poor	1.73	0.44	Poor
Overall	2.03	0.54	Fair	2.08	0.51	Fair

As the results shown in table 12, for experimental group, it can be seen that the mean score of fluency and coherence, lexical resource and organization and structure were 2.06, 2.20 and 2.20 respectively, which were interpreted as “Fair”. The mean score of expressiveness on Chinese culture was 1.73 which was interpreted as “Poor”. The overall mean score was 2.03 and interpreted as “Fair”, which means students were fairly at speaking English and be able to express Chinese culture in English generally correct.

As for the results of control group shown in table 12, for control group, it can be seen mean score of fluency and coherence, lexical resource and organization and structure were 2.07, 2.27 and 2.27 respectively, which were interpreted as “Fair”. The mean score of expressiveness on Chinese culture was 1.73 which as interpreted as “Poor”. The overall mean score was interpreted as “Fair”, which means students were fairly at speaking English and be able to express Chinese culture in English generally correct.

4.1.1.5 Post-evaluation on students' speaking ability

The post-evaluation on students' speaking ability was used to examine students' level on their English speaking ability after the implementation of Chinese culture content-course. The scores of test are show in the Table 13.

Table 13 Students' score of post-evaluation on speaking ability

pre-evaluation on speaking ability	Experimental group			Control group		
	Mean	S.D.	Interpret	Mean	S.D.	Interpret
Fluency and coherence	3.27	0.57	Good	2.13	0.50	Fair
Lexical resource	3.13	0.61	Good	2.53	0.50	Fair
Organization and structure	3.00	0.73	Good	2.4	0.49	Fair
Expressiveness on Chinese culture	3.33	0.47	Good	2.13	0.50	Fair
Overall	3.18	0.60	Good	2.3	0.50	Fair

As the results shown in table 13, for experimental group, it can be seen that the mean score of fluency and coherence and lexical resource were 3.27 and 3.13 respectively while the mean score of organization and structure and expressiveness on Chinese culture were 3 and 3.33 respectively. The individual interpretations for these four criteria were “Good”. The highest mean score was expressiveness on Chinese culture (3.33) while the lowest mean score was organization and structure (3.00). The overall mean score of students' post-evaluation on speaking ability for experimental group was 3.18 with the interpretation of “Good”, which means students were comparatively good at speaking English and be able to convey precisely information of Chinese culture in English.

As for the results of control group shown in table 13, it can be seen that the mean score of fluency and coherence and lexical resource were 2.13 and 2.53 respectively while the mean score of organization and structure and expressiveness on Chinese culture were 2.4 and 2.13 respectively. The individual interpretations for these four criteria were “fair” equally. The highest mean score was expressiveness on lexical resource (2.53) while the lowest mean score were fluency and coherence and expressiveness on Chinese culture (2.13) respectively. The overall mean score of students' post-evaluation on speaking ability for control group was 2.3 with the interpretation of “Fair”, which means students were still fairly at speaking English and be able to express Chinese culture in English generally correct after the course implementation.

4.1.1.6 Comparison between pre-evaluation and post-evaluation on students' speaking ability

The comparison of the results between pre-evaluation and post-evaluation on students' speaking ability were used to investigate if there were improvements on students speaking ability after the implementation of Chinese culture content-based course. The comparison results of experimental group are show in the Table 20. The comparison results of control group are show in the table 14.

Table 14 Comparison between pre-evaluation and post-evaluation on students' speaking ability for experimental group

Comparison between pre-evaluation and post-evaluation on students' speaking ability	Pre-evaluation			Post-evaluation		
	Mean	S.D.	Interpret	Mean	S.D.	Interpret
Fluency and coherence	2.07	0.44	Fair	3.27	0.57	Good
Lexical resource	2.2	0.54	Fair	3.13	0.62	Good
Organization and structure	2.2	0.54	Fair	3	0.73	Good
Expressiveness on Chinese culture	1.73	0.57	Poor	3.33	0.47	Good
Overall	2.05	0.52	Fair	3.18	0.6	Good

As the table 14 shown, the mean score of the pre-evaluation and post-evaluation on students' speaking ability for experimental group were 2.05 and 3.18 respectively. There were 1.13 points improvements of students from experimental group after the implementation of Chinese culture content-based course. The interpretation was modified to "Good" in the post-evaluation from "Fair" in the pre-evaluation for experimental group.

Table 15 Comparison between pre-evaluation and post-evaluation on students' speaking ability for control group

Comparison between pre-evaluation and post-evaluation on students' speaking ability	Pre-evaluation			Post-evaluation		
	Mean	S.D.	Interpret	Mean	S.D.	Interpret
Fluency and coherence	2.07	0.44	Fair	2.13	0.5	Fair
Lexical resource	2.27	0.57	Fair	2.53	0.5	Fair
Organization and structure	2.27	0.57	Fair	2.4	0.49	Fair
Expressiveness on Chinese culture	1.73	0.44	Poor	2.13	0.5	Fair
Overall	2.08	0.51	Fair	2.3	0.5	Fair

As the table 15 shown, the mean score of the pre-evaluation and post-evaluation on students' speaking ability for control group were 2.08 and 2.3 respectively. There were 0.22 points improvements of students from control group after the implementation of Chinese culture content-based course. The interpretation maintained in "fair" from the pre-evaluation to post-evaluation for control group.

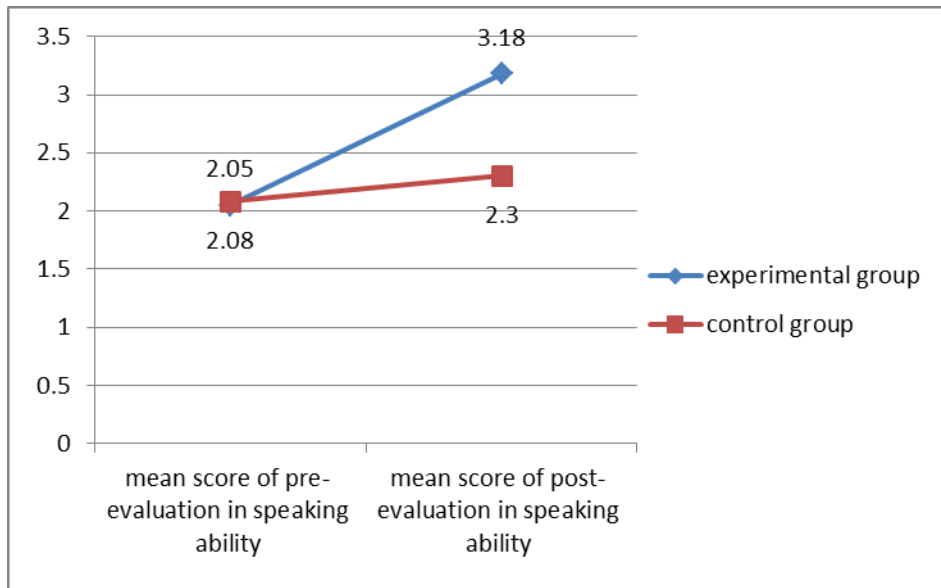


Figure 7 Plot chart of comparison between experimental group and control group on speaking

Thus, based on the results from table 14 and 15, the improvements that experimental group gained were bigger than control group on the speaking evaluation from pre-evaluation to post-evaluation. Experimental group gained 1.13 points improvement and modified the interpretation to “good” in post-evaluation from “fair” in pre-evaluation while control group gained 0.22 points improvement and maintain the interpretation as “fair” in both pre-evaluation and post-evaluation.

4.1.1.7 Three formative tests on students’ listening and speaking ability

Three formative evaluations were assessed during the implementation of the designed course to evaluate students’ improvement on English listening and speaking ability during the course instruction.

4.1.1.7.1 First formative test on students listening ability

The first formative test on students’ listening ability was given after the study of first and second topic, which are Chinese history and philosophical heritage of China. The scores of test are show in the Table 16. Transcript can be seen at Appendix N.

Table 16 Score of First formative test on students listening ability

Experimental group	Control group

Score	Interpret.	Score	Interpret.
10.53	Fair	10.07	Fair

As the results shown in table 16, it can be seen that the score of first formative test on listening ability for experimental group and control group were 10.53 and 10.07 respectively, which were both interpreted as “Fair”, which means students were generally be able to capture the meaning of the context, but poor at acquiring the information in detail.

4.1.1.7.2 Second formative test on students listening ability

The second formative test on students’ listening ability was given after the study of third and fourth topic, which are Chinese traditional arts and geographic landscape of China. The scores of test are show in the Table 17.

Table 17 Score of Second formative test on students listening ability

Experimental group		Control group	
Score	Interpret	Score	Interpret
11.27	Fair	10.53	Fair

As the results shown in table 17, it can be seen that the score of second formative test on listening ability for experimental group and control group were 11.27 and 10.53 respectively, which were both interpreted as “Fair”, which means students were generally be able to capture the meaning of the context, but poor at acquiring the information in detail.

4.1.1.7.3 Third formative test on students listening ability

The third formative test on students’ listening ability was given after the study of the fifth and sixth topic, which are government and society of China; China’s Economy and Reform. The scores of test are show in the Table 18.

Table 18 Score of Third formative test on students listening ability

Experimental group		Control group	
Score	Interpret	Score	Interpret

13.8	Good	11.07	Fair
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As the results shown in table 18, it can be seen that the score of third formative test on listening ability for experimental group and control group were 13.8 and 11.07 respectively, which was interpreted as “Good” for experimental group and “Fair” for control group. It indicated that for experimental group students, they were comparatively good at speaking English and be able to convey precisely information of Chinese culture in English in this test. Control group of students still behaved fair at speaking English and be able to express Chinese culture in English understandable in general.

4.1.1.7.4 First formative test on students’ speaking ability

The first formative test on students’ speaking ability was given after the study of first and second topic, which are Chinese history and philosophical heritage of China. The scores of test are show in the Table 19.

Table 19 Score of First formative test on students speaking ability

	Experimental group			Control group		
	Mean	S.D.	Interpret	Mean	S.D.	Interpret
Fluency and coherence	1.93	0.57	poor	1.6	0.61	poor
Lexical resource	2.33	0.6	Fair	2.53	0.61	Fair
Organization and structure	2.6	0.49	Fair	2.33	0.59	Fair
Expressiveness on Chinese culture	1.93	0.57	Poor	1.67	0.47	poor
Overall	2.2	0.56	Fair	2.03	0.57	Fair

As the results shown in table 19, for experimental group, it can be seen that the mean score of fluency and coherence and lexical resource were 1.93 and 2.33 respectively while the mean score of organization and structure and expressiveness on Chinese culture were 2.6 and 1.93 respectively. Both of fluency and coherence and expressiveness on Chinese culture were interpreted as “poor” while other two criteria were interpreted as “fair”. The overall mean score of students’ first formative test on speaking ability for experimental group was 2.2 with the interpretation of “Fair”, which means students behaved fair at speaking English and be able to express Chinese culture in English understandable in general in this test.

As the results shown in table 19, for control group, it can be seen that the mean score of fluency and coherence and lexical resource were 1.6 and 2.53 respectively while the mean score of organization and structure and expressiveness on Chinese culture were 2.33 and 1.67 respectively. Both of fluency and coherence and expressiveness on Chinese culture were interpreted as “poor” while other two criteria were interpreted as “fair”. The overall mean score of students’ first formative test on speaking ability for control group was 2.03 with the interpretation of fair.

4.1.1.7.5 Second formative test on students’ speaking ability

The second formative test on students’ speaking ability was given after the study of third and fourth topic, which are Chinese traditional arts and geographic landscape of China. The scores of test are show in the Table 20.

Table 20 Score of Second formative test on students speaking ability

	Experimental group			Control group		
	Mean	S.D.	Interpret	Mean	S.D.	Interpret
Fluency and coherence	2.47	0.62	Fair	1.8	0.65	Poor
Lexical resource	2.73	0.57	Fair	2.6	0.49	Fair
Organization and structure	2.93	0.57	Fair	2.6	0.49	Fair
Expressiveness on Chinese	2.73	0.68	Fair	1.8	0.4	Poor

culture						
Overall	2.72	0.61	Fair	2.2	0.51	Fair

As the results shown in table 20, for experimental group, it can be seen that the mean score of fluency and coherence and lexical resource were 2.47 and 2.73 respectively while the mean score of organization and structure and expressiveness on Chinese culture were 2.93 and 2.73 respectively. All of these four criteria were interpreted as “fair”. The highest mean score was lexical resource (2.73) while the lowest mean score was fluency and coherence (2.47). The overall mean score of students’ second formative test on speaking ability for experimental group was 2.72 with the interpretation of fair.

As the results shown in table 20, it can be seen that the mean score of fluency and coherence and lexical resource were 1.8 and 2.6 respectively while the mean score of organization and structure and expressiveness on Chinese culture were 2.6 and 1.8 respectively. Both of fluency and coherence and expressiveness on Chinese culture were interpreted as “poor” while other two criteria were interpreted as “fair”. The overall mean score of students’ second formative test on speaking ability for control group was 2.2 with the interpretation of fair.

In the second formative test, students from both experimental group and control group were behaved fair at speaking English and be able to express Chinese culture in English understandable in general.

4.1.1.7.6 Third formative test on students’ speaking ability

The third formative test on students’ speaking ability was given after the study of the fifth and sixth topic, which are government and society of China; China’s Economy and Reform. The scores of test are show in the Table 21

Table 21 Score of Third formative test on students speaking ability

	Experimental group			Control group		
	Mean	S.D.	Interpret	Mean	S.D.	Interpret
Fluency and coherence	3.2	0.54	Good	2.2	0.65	Fair
Lexical resource	3.13	0.5	Good	2.87	0.5	Fair

Organization and structure	3.27	0.44	Good	2.13	0.47	Fair
Expressiveness on Chinese culture	3.33	0.47	Good	2.47	0.62	Fair
Overall	3.23	0.49	Good	2.46	0.56	Fair

As the results shown in table 21, for experimental group, it can be seen that the mean score of fluency and coherence and lexical resource were 3.2 and 3.13 respectively while the mean score of organization and structure and expressiveness on Chinese culture were 3.27 and 3.33 respectively. All of these four criteria were interpreted as “good”. The overall mean score of students’ third formative test on speaking ability for experimental group was 3.23 with the interpretation of “good”, which means students behaved comparatively good at speaking English and be able to convey precisely information of Chinese culture in English in this test.

As the results shown in table 21, for the third formative test on students’ speaking , it can be seen that the mean score of fluency and coherence and lexical resource were 2.2 and 2.87 respectively while the mean score of organization and structure and expressiveness on Chinese culture were 2.13 and 2.47 respectively. All of these four criteria were interpreted as “fair”. The overall mean score of students’ third formative test on speaking ability for control group was 2.46 with the interpretation of fair, which means students from control group still be able to express Chinese culture in English fairly and be able to express the content of speech generally understandable.

4.1.1.8 Comparison between three formative tests on students’ listening ability

The comparison of the results between three formative tests on students’ listening ability was used to investigate if there was improvements on students speaking ability during the implementation of Chinese culture content-based course. The comparison results of experimental group are show in the Table 22. The comparison results of control group are show in the table 23.

Table 22 Comparison between three formative tests on students’ listening ability for experimental group

First formative test	Second formative test	Third formative test
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Score	Interpret	Score	Interpret	Score	Interpret
10.53	Fair	11.27	Fair	13.8	Good

As the table 22 shown, for experimental group, the mean score from first formative tests to third formative test on students' listening ability were 10.53, 11.27 and 13.8 respectively. There were 0.74 points improvements between first formative test and second formative test. Then, there were 2.53 improvements between third formative test and second formative test. From first formative test to third formative test, experimental group had improved 3.27 points in total. The interpretation for first and second formative test was fair and it had modified to good in the third formative test, which means students from experimental group behaved comparatively good at listening English and be able to acquire the meaning mostly correct at the third test.

Table 23 Comparison between three formative tests on students' listening ability for control group

First formative test		Second formative test		Third formative test	
Mean	Interpret	Mean	Interpret	Mean	Interpret
10.07	Fair	10.53	Fair	11.07	Fair
10.07	Fair	10.53	Fair	11.07	Fair

As the table 23 shown, for control group, the mean score from first formative tests to third formative test on students' listening ability were 10.07, 10.53 and 11.07 respectively. There were 0.46 points improvements between first formative test and second formative test. Then, there were 0.54 improvements between third formative test and second formative test. From first formative test to third formative test, control group had improved 3.27 points in total. The interpretation for three formative tests on students' listening ability for control group was maintained at "fair", which means students from control group still behaved fairly in general and be able to capture the meaning of the context, but poor at acquiring the information in detail.

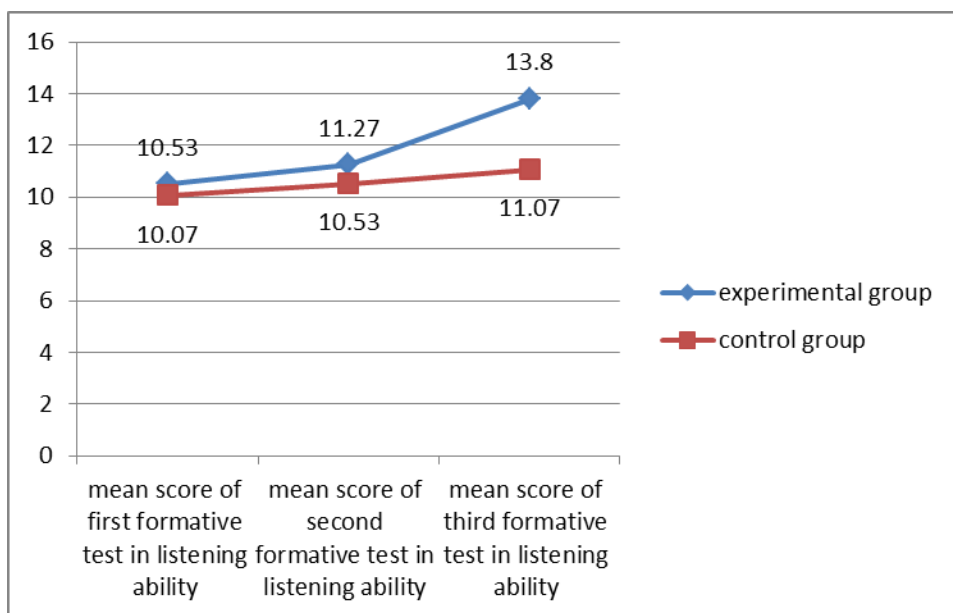


Figure 8 Plot chart comparison of three formative tests on listening

Therefore, based on the results from table 22 and 23, the improvements that experimental group gained were bigger than control group on the listening ability from first formative test to third formative test. Experimental group gained 3.27 points improvement from first test to third test, and then modified the interpretation to “good” in third formative test from “fair” in first and second formative test. Control group gained 0.54 points improvement from first test to third test and maintain the interpretation as “fair” constantly from first test to third test.

4.1.1.9 Comparison between three formative tests on students’ speaking ability

The comparison of the results between three formative test on students’ speaking ability were used to investigate if there were improvements on students speaking ability during the implementation of Chinese culture content-based course. The comparison results of experimental group are show in the Table 24. The comparison results of control group are show in the table 24.

Table 24 Comparison between three formative tests on students’ speaking ability for experimental group

Comparison between three formative test on students’	First formative test			Second formative test			Third formative test		
	Mean	S.D.	Interpret	Mean	S.D.	Interpret	Mean	S.D.	Interpret

speaking ability									
Fluency and coherence	1.93	0.57	Poor	2.47	0.62	Fair	3.2	0.54	Good
Lexical resource	2.33	0.6	Fair	2.73	0.57	Fair	3.13	0.5	Good
Organization and structure	2.6	0.49	Fair	2.93	0.57	Fair	3.27	0.44	Good
Expressiveness on Chinese culture	1.93	0.57	Poor	2.73	0.68	Fair	3.33	0.47	Good
Overall	2.2	0.56	Fair	2.72	0.61	Fair	3.23	0.49	Good

As shown in the table 24, for experimental group, the mean score from first formative tests to third formative test on students' speaking ability were 2.2, 2.72 and 3.23 respectively. There were 0.52 points improvements between first formative test and second formative test. Then, there were 0.51 improvements between third formative test and second formative test. From first formative test to third formative test, experimental group had improved 1.03 points in total. The interpretation for first and second formative test was fair and it had modified to good in the third formative test.

Table 25 Comparison between three formative tests on students' speaking ability for control group

Comparison between three formative test on students' speaking ability	First formative test			Second formative test			Third formative test		
	Mean	S.D.	Interpret	Mean	S.D.	Interpret	Mean	S.D.	Interpret
Fluency and coherence	1.6	0.61	Poor	1.8	0.65	Poor	2.2	0.65	Fair
Lexical resource	2.53	0.62	Fair	2.6	0.49	Fair	2.87	0.5	Fair

Organization and structure	2.33	0.6	Fair	2.6	0.49	Fair	2.67	0.47	Fair
Expressiveness on Chinese culture	1.67	0.47	Fair	1.8	0.4	Fair	2.13	0.62	Fair
Overall	2.03	0.57	Fair	2.2	0.51	Fair	2.47	0.56	Fair

As shown in the table 25, for experimental group, the mean score from first formative tests to third formative test on students' speaking ability were 2.03, 2.2 and 2.47 respectively. There were 0.17 points improvements between first formative test and second formative test. Then, there were 0.27 improvements between third formative test and second formative test. From first formative test to third formative test, experimental group had improved 0.44 points in total. The interpretation for three formative tests on students' speaking ability for control group was maintained at "fair".

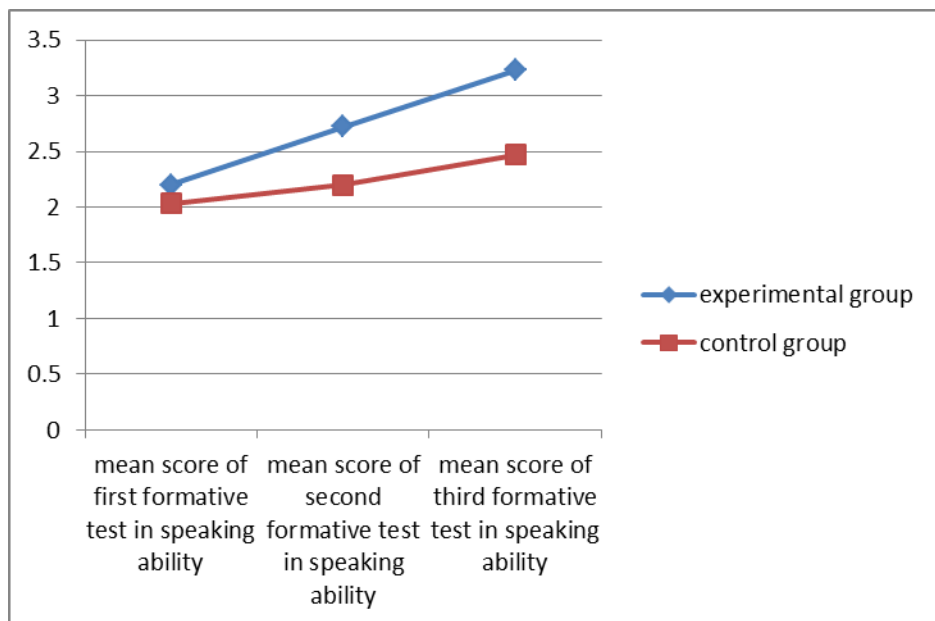


Figure 9 Plot chart comparison of three formative tests on speaking.

Therefore, based on the results from table 25 and 26, the improvements that experimental group gained were bigger than control group on the speaking ability from first formative test to third formative test. Experimental group gained 1.03 points improvement from first test to third test, and then modified the interpretation to "good" in third formative test from "fair" in first and

second formative test. Control group gained 0.44 points improvement from first test to third test and maintain the interpretation as “fair” constantly from first test to third test.

4.1.2 Results and reports of students' perspectives

To answer the research question what students' perspectives towards the implementing of Chinese culture content-based course?, the researcher assessed students perspectives by their response of pre-interview, post-interview, pre-questionnaire and post-questionnaire. Data were collected and presented as follow;

4.1.2.1 Data of students' perspectives towards the implementing of Chinese culture content-based course through pre-interview

The interview was developed to investigate students' opinions towards the implementing of Chinese culture content-based course before the course implementation. There were 3 questions out of 7 questions in the pre-interview were relevant in investigating students' perspectives towards the implementing of Chinese culture content-based course. The qualitative data collected from students' answers provided researcher the reflection of students' perspective before the implementing of Chinese culture content-based course. The data from the pre-interview are reported in the following sessions based on interview questions.

4.1.2.1.1 Students' opinions on the significance of the knowledge in Chinese culture in the communication with speakers with other culture background

According to the answers collected from 15 students in experimental group, 10 of them agree with the point of view that the knowing of one's own native culture is necessary for language learners to acquire, since for language major students, there are a lot of occasions that they need to output the knowing of one's own culture to the people with different culture background. Other 5 students had no obviously feeling on the importance of knowing one's own culture in the communication with speakers with other culture background, but they would like try to increase their knowledge on their native culture and see how it will influence them.

As for the 15 students from control group, 11 of them presented their opinions of the necessary of understanding one's own culture in English to help them conduct a better communication with the people with other cultural background. 4 of them did not state the opinions on how knowing one's culture would significantly efficient on improving the communication quality with people have other culture background, but they still interested in trying to learn it and see how the understanding one's own culture in English would affect their communication ability.

Thus, based on the answers from the both experimental group and control group, the majority of them thought the improvement on the knowledge of Chinese culture would

efficient for them to enhance their communication ability with the people have other culture background.

4.1.2.1.2 Students' opinions on the improvement of listening and speaking ability in communication through the enrichment on the knowledge of Chinese culture

According to the answers collected from 15 students in experimental group, 12 of them stated the opinion that the more knowledge you have on different areas of discipline, the more opportunities would come out for you to conduct communication in different types of occasions. Therefore, the enrichment on the knowledge of Chinese culture would definitely help them to able to conduct more speaking ability and be able to gain more understanding through listening practice. Other 3 of them did not state the agreement that there would be an improvement on listening and speaking ability through the enrichment on the knowledge of Chinese culture but they would like to take the implementation course and see how this will influence them.

As for the 15 students from control group, 10 of them had the similar point of view as those 12 students in experimental group who believed there would be an improvement on listening and speaking ability through the enrichment on the knowledge of Chinese culture. Other 5 students stated the uncertainty that whether their listening and speaking would be improved or not through the Chinese culture implementation course.

Therefore, according to the answers from the both experimental group and control group, the majority of them stated the agreement that the there would be an improvement on listening and speaking ability through the enrichment on the knowledge of Chinese culture. The rest of them were uncertainty about that but they were all willing to participate into the course implementation and see how it would influence their listening and speaking.

4.1.2.1.3 Students' opinions on the overall expectation towards the implementing of Chinese culture content-based course

According to the answers collected from 30 students both in experimental group and control group, they all presented that they prefer the course would be conducted in a creative way which was activities-oriented instead of traditional lecture-centered method. They expect the course would be create them more fun and interesting activities which attract them willing to learn and have fun through the learning process.

In conclusion, from the students' answers from the pre-interview, both experimental group and control group had expectation towards the implementing of the Chinese culture content-based course as this course was needed and the implementation of the course would help

them to improve their listening and speaking ability along with the knowledge on their native culture.

4.1.2.2 Data of students' perspectives towards the implementing of Chinese culture content-based course through post-interview

The interview was developed to investigate students' opinions towards the implementing of Chinese culture content-based course after the course implementation. There were 5 questions in the post-interview. Researcher categorized these 5 questions into three categories with the purpose to compare students' perspectives towards the course implementation more precisely after the course implementation. The qualitative data collected from students' answers provided researcher the reflection of students' perspective after the implementing of Chinese culture content-based course. The data from the post-interview are reported in the following sessions.

4.1.2.2.1 Students' opinions on the improvement of knowledge of Chinese culture after the implementation of the course

According to the answers collected from 15 students in experimental group, they all stated that their knowledge in Chinese culture had been improved after the implementation of the course. Especially their knowing of the Chinese culture in English had improved significantly since target students have never been implemented the similar course before.

As for the 15 students from control group, they stated that their knowledge on Chinese culture had improved slightly since the lecture-centered teaching method did not make them interested in the learning.

Therefore, experimental group improved the competence on the mastery of Chinese culture content-based course while the control group only gained slightly improvement on it. The reason of the difference is the different teaching method applied in those two groups as experimental group were taught in activities-oriented method while control group were taught in lecture-oriented method.

4.1.2.2.2 Students' opinions towards the improvements of listening and speaking ability after the implementation of the course

According to the answers collected from 15 students in experimental group, 12 of them stated that their listening and speaking ability had been improved during the frequently conduction of classroom activities which encouraged them to use their English more often than other courses. Other 3 of them said their listening and speaking ability had been improved slightly since the course length was too short for them to gain any significant progress. Overall

speaking, 15 students in experimental group all think their listening and speaking ability had improved to some certain of degree after the Chinese culture content-based implementation course.

As for the 15 students from control group, 3 of them felt their listening and speaking ability had improved slightly through the frequently conducted test, but the course been conducted in the tradition way did not produce any effect on improving listening and speaking ability since they basically sit quietly in the class all the time. Other 12 students had stated the point of view similar to each other in common as their listening and speaking ability had not been improved since this course had not been conducted different as they usually have in their regular program.

Thus, the majority of experimental group felt their listening and speaking ability had improved through the implementation course while the majority of the control group felt their listening and speaking ability had not been improved at all. Experimental group thought their listening and speaking ability had been improved since the frequently conducted activities were creative and attract them to speak more during the study. Control group thought this course was conducted as traditional as the way of other courses been conducted in their regular program. Students in control group thought the lack of creative activities and other interesting interaction in classroom was the major reason prevents them from improving their listening and speaking ability significantly.

4.1.2.2.3 Students' opinions towards the effectiveness of this course

According to the answers collected from 15 students in experimental group, they all presented that the way that they learn the knowledge of Chinese culture during the implementation course was effective at improve their knowledge in Chinese culture and listening and speaking ability simultaneously. Then, they all thought this implementation course were effective for them.

As for the 15 students from control group, they all stated that their knowledge in Chinese culture had improved slightly but their listening and speaking ability had not improved since the no communicative practices conducted during the learning process. Therefore, majority of them thought this course were not effective for them, especially at improving their listening and speaking ability.

Therefore, the majority of experimental group felt their listening and speaking ability had improved through the implementation course while the majority of the control group felt their listening and speaking ability had not been improved at all.

4.1.2.3 A summary of students' perspectives towards the implementing of Chinese culture content-based course before and after the course implementation

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The summary of the results between pre-interview and post-interview on students' perspectives towards the implementing of Chinese culture content-based course were used to investigate the difference of students' perspectives towards the implementing of Chinese culture content-based between before and after the implementation of Chinese culture content-based course. The summary results of experimental group are show in the Table 26. The summary results of control group are show in the table 27.

Table 26 the summary results between pre-interview and post-interview on students' perspectives towards the implementing of Chinese culture content-based course of experimental group

	Pre-interview	Post-interview
Opinions towards the improvement on knowledge of Chinese culture through implementation course	Students' own feeling towards their mastery of knowledge on Chinese culture were limited and have expectation on the implementation of the Chinese culture content-based course would help them to enrich their incompetence on the mastery of understanding of Chinese culture.	After the study of the implementation course, students felt their knowledge on Chinese culture had improved through series of creative classroom activities.
Opinions towards the improvement on listening and speaking through the implementation course	Students expect the implementation of the Chinese culture content-based course would help them gain improvements on their listening and speaking ability.	After the study of the implementation course, students felt during participation of the frequently classroom activities, they were encouraged to conduct more practices in second language than other program courses and their listening and speaking ability were improved during the practice of these activities.

Table 27 The summary the results between pre-interview and post-interview on students' perspectives towards the implementing of Chinese culture content-based course of control group

	Pre-interview	Post-interview
Opinions towards the improvement on knowledge of Chinese culture through implementation course	Students' own feeling towards their mastery of knowledge on Chinese culture were limited and have expectation on the implementation of the Chinese culture content-based course would help them to enrich their incompetence on the mastery of understanding of Chinese culture.	After the study of the implementation course, students felt their knowledge on Chinese culture had improved slightly through the lecture-centered teaching method. Students interesting had not been attracted since the traditional lecture-centered teaching method
Opinions towards the improvement on listening and speaking through the implementation course	Students expect the implementation of the Chinese culture content-based course would help them gain improvements on their listening and speaking ability.	After the study of the implementation course, students felt the lack of interactive activities course design did not made them improve their listening and speaking ability.

4.1.2.4 Data of students' responses of pre-questionnaire towards the implementing of Chinese culture content-based course

Students' pre self-assessment questionnaire was conducted to find out students' perspectives towards the implementing of Chinese content-based course based on their own feeling before the course implementation. Their perspectives were divided into two categories as listening and speaking towards the implementing of Chinese content-based course based. The data from the pre-questionnaire are reported in the table 28 and 29.

Table 28 Students' pre-questionnaire towards the implementing of Chinese content-based course for experimental group

Experimental group				
	Statement	Mean	S.D.	Interpret
Listening	The implementation of Chinese culture content-based course would help me to understand the content of Chinese culture-related topic better.	3.47	0.4	Agree
	When I hear people talk about the Chinese culture related topic around me, the implementation of Chinese culture content-based course will help me to understand their talking better.	3.4	0.49	Agree
	The implementation of Chinese culture content-based course will make me familiar with the knowledge of Chinese culture, it is also helpful to improve my listening skill in communication.	3.67	0.47	Agree
	Limited knowledge on the listening context prevents me to understand it well, so the implementation of Chinese culture content-based course will enrich my knowledge and improve my listening skill.	3.47	0.5	Agree
Overall for listening		3.5	0.49	Agree
Speaking	The implementation of Chinese culture content-based course would help me to	3.33	0.6	Agree

	conduct the talk of content of Chinese culture-related topic better.			
	When people around me discuss topics relate to Chinese culture, I found it is difficult for me to join in the discussion. The implementation of Chinese culture content-based course will help me to join their talking better.	3.27	0.44	Agree
	The implementation of Chinese culture content-based course will enrich sufficient knowledge on Chinese culture and create me more opportunities to speak and improve my speaking skill eventually.	3.53	0.5	Agree
	Limited knowledge on the listening context prevents me to understand it well, so the implementation of Chinese culture content-based course will enrich my knowledge and improve my listening skill.	3.6	0.49	Agree
Overall for speaking		3.43	0.51	Agree
Improve ment on knowled ge of Chinese culture	The implementation of Chinese culture content-based course will improve my understanding of the content significantly.	3.33	0.6	
Overall		3.42	0.53	Agree

As the data shown in the table 28, the overall mean score of students' pre-questionnaire towards the implementing of Chinese content-based course for experimental group was 3.42, which interpreted as agree. It means the experimental group students generally agree the implementing of Chinese content-based course would beneficial to the improvement on their mastery of the

knowledge of Chinese culture, listening and speaking ability before they take the implementation course.

Control group				
	Statement	Mean	S.D.	Interpret
Listening	The implementation of Chinese culture content-based course would help me to understand the content of Chinese culture-related topic better.	3.73	0.44	Agree
	When I hear people talk about the Chinese culture related topic around me, the implementation of Chinese culture content-based course will help me to understand their talking better.	3.47	0.5	Agree
	The implementation of Chinese culture content-based course will make me familiar with the knowledge of Chinese culture, it is also helpful to improve my listening skill in communication.	3.47	0.5	Agree
	Limited knowledge on the listening context prevents me to understand it well, so the implementation of Chinese culture content-based course will enrich my knowledge and improve my listening skill.	3.4	0.49	Agree
Overall for listening		3.52	0.49	Agree
Speaking	The implementation of Chinese culture content-based course would help me to	3.6	0.49	Agree

	conduct the talk of content of Chinese culture-related topic better.			
	When people around me discuss topics relate to Chinese culture, I found it is difficult for me to join in the discussion. The implementation of Chinese culture content-based course will help me to join their talking better.	3.4	0.49	Agree
	The implementation of Chinese culture content-based course will enrich sufficient knowledge on Chinese culture and create me more opportunities to speak and improve my speaking skill eventually.	3.33	0.47	Agree
	Limited knowledge on the listening context prevents me to understand it well, so the implementation of Chinese culture content-based course will enrich my knowledge and improve my listening skill.	3.47	0.5	Agree
Overall for speaking		3.45	0.49	Agree
Improve ment on knowled ge of Chinese culture	The implementation of Chinese culture content-based course will improve my understanding of the content significantly.	3.47	0.48	Agree
Overall		3.48	0.49	Agree

As the data shown in the table 29, the overall mean score of students' pre-questionnaire towards the implementing of Chinese content-based course for control group was 3.48, which interpreted as agree. It means the control group students generally agree the implementing of Chinese content-based course would beneficial to the improvement on their mastery of the knowledge of Chinese culture, listening and speaking ability before they take the implementation course.

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Therefore, the majority of students from both experimental group and control group all generally agree in the pre-questionnaire that the implementing of Chinese content-based course would be beneficial to the improvement on their mastery of the knowledge of Chinese culture, listening and speaking ability before they take the implementation course.

4.1.2.5 Data of students' responses of post-questionnaire towards the implementing of Chinese culture content-based course

Students' post self-assessment questionnaire was conducted to find out students' perspectives towards the implementing of Chinese content-based course based on their own feeling after the course implementation. The data from the post-questionnaire are reported in the table 30.

Table 30 Students' post-questionnaire towards the implementing of Chinese content-based course for experimental group

Experimental group				
	Statement	Mean	S.D.	Interpret
Listening	The implementation of Chinese culture content-based course would help me to understand the content of Chinese culture-related topic better.	4.07	0.44	Agree
	When I hear people talk about the Chinese culture related topic around me, the implementation of Chinese culture content-based course will help me to understand their talking better.	4.08	0.57	Agree
	The implementation of Chinese culture content-based course will make me familiar with the knowledge of Chinese culture, it is also helpful to improve my listening skill in communication.	3.93	0.57	Agree
	Limited knowledge on the listening context prevents me to understand it well, so the implementation of Chinese culture content-based course will enrich my knowledge and improve my listening skill.	4.07	0.57	Agree

Overall for listening		4.03	0.54	Agree
Speaking	The implementation of Chinese culture content-based course would help me to conduct the talk of content of Chinese culture-related topic better.	4.13	0.5	Agree
	When people around me discuss topics relate to Chinese culture, I found it is difficult for me to join in the discussion. The implementation of Chinese culture content-based course will help me to join their talking better.	4.07	0.57	Agree
	The implementation of Chinese culture content-based course will enrich sufficient knowledge on Chinese culture and create me more opportunities to speak and improve my speaking skill eventually.	4.13	0.62	Agree
	Limited knowledge on the listening context prevents me to understand it well, so the implementation of Chinese culture content-based course will enrich my knowledge and improve my listening skill.	4	0.52	Agree
Overall for speaking		4.08	0.55	Agree
Improve ment on knowled ge of Chinese culture	The implementation of Chinese culture content-based course will improve my understanding of the content significantly.	4.13	0.52	
Overall		4.08	0.54	Agree

As the data shown in the table 30, the overall mean score of students' post-questionnaire towards the implementing of Chinese content-based course for experimental group after the course implementation was 4.08, which improved 0.65 points and still maintain the interpretation at agree. It means the experimental group students generally agree the implementing of Chinese content-based course actually improved their mastery of the knowledge of Chinese culture, listening and speaking ability after they take the implementation course.

Table 31 Students' post-questionnaire towards the implementing of Chinese content-based course for control group

Control group				
	Statement	Mean	S.D.	Interpret
Listening	The implementation of Chinese culture content-based course would help me to understand the content of Chinese culture-related topic better.	2.8	0.54	Uncertain
	When I hear people talk about the Chinese culture related topic around me, the implementation of Chinese culture content-based course will help me to understand their talking better.	3.07	0.47	Uncertain
	The implementation of Chinese culture content-based course will make me familiar with the knowledge of Chinese culture, it is also helpful to improve my listening skill in communication.	2.93	0.44	Uncertain
	Limited knowledge on the listening context prevents me to understand it well, so the implementation of Chinese culture content-based course will enrich my knowledge and improve my listening skill.	2.87	0.34	Uncertain
Overall for listening		2.91	0.44	Uncertain

Speaking	The implementation of Chinese culture content-based course would help me to conduct the talk of content of Chinese culture-related topic better.	2.8	0.54	Uncertain
	When people around me discuss topics relate to Chinese culture, I found it is difficult for me to join in the discussion. The implementation of Chinese culture content-based course will help me to join their talking better.	2.93	0.68	Uncertain
	The implementation of Chinese culture content-based course will enrich sufficient knowledge on Chinese culture and create me more opportunities to speak and improve my speaking skill eventually.	2.87	0.62	Uncertain
	Limited knowledge on the listening context prevents me to understand it well, so the implementation of Chinese culture content-based course will enrich my knowledge and improve my listening skill.	3	0.37	Uncertain
Overall for speaking		2.9	0.55	Uncertain
Improve ment on knowled ge of Chinese culture	The implementation of Chinese culture content-based course will improve my understanding of the content significantly.	3.43	0.5	Agree
Overall		3.08	0.5	uncertain

As the data shown in the table 31, the overall mean score of students' post-questionnaire towards the implementing of Chinese content-based course for control group after the course implementation was 3.08, which dropped 0.3 points and disrated the interpretation to uncertain.

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It means the control group students generally did not gained much improvement from the implementing of Chinese content-based course and uncertain whether the implementation course was beneficial to their mastery of the knowledge of Chinese culture, listening and speaking ability or not after they take the course.

Therefore, after the course implementation, experimental group still generally agree the implementing of Chinese content-based course actually improved their mastery of the knowledge of Chinese culture, listening and speaking ability after they take the implementation course. Meanwhile, control group generally felt there were no much improvement on them and uncertain whether the implementation course was beneficial to their mastery of the knowledge of Chinese culture, listening and speaking ability or not after they take the course.

4.1.2.6 Comparison the of the results between pre-questionnaire and post-questionnaire on students' perspectives towards the implementing of Chinese culture content-based course

The comparison of the results between pre-questionnaire and post-questionnaire on students' perspectives towards the implementing of Chinese culture content-based course were used to investigate the difference of students' perspectives towards the implementing of Chinese culture content-based between before and after the implementation of Chinese culture content-based course. The comparison results of experimental group are show in the Table 30. The comparison results of control group are shown in the table 32.

Table 32 Comparison between pre-questionnaire and post-questionnaire on students' students' perspectives towards the implementing of Chinese culture content-based course for experimental group

	Pre-evaluation			Post-evaluation		
	Mean	S.D.	Interpret	Mean	S.D.	Interpret
Listening	3.5	0.49	Agree	4.07	0.44	Agree
Speaking	3.43	0.51	Agree	4.08	0.55	Agree
Knowledge improveme	3.33	0.6	Agree	4.13	0.52	Agree

nt on Chinese culture						
Overall	3.42	0.53	Agree	4.09	0.50	Agree

As shown in Table 32, for experimental group students, the mean score of their post-questionnaire had improved 0.67 points from pre- questionnaire and maintain the interpretation at agree in both pre and post questionnaire. It means the experimental group students generally agree the implementing of Chinese content-based course actually improved their mastery of the knowledge of Chinese culture, listening and speaking ability before they took the implementation course and they keep the same point of view after they took the implementation course.

Table 33 Comparison between pre-questionnaire and post-questionnaire on students' students' perspectives towards the implementing of Chinese culture content-based course for control group

	Pre-evaluation			Post-evaluation		
	Mean	S.D.	Interpret	Mean	S.D.	Interpret
Listening	3.52	0.49	Agree	2.91	0.44	uncertain
Speaking	3.6	0.49	Agree	2.9	0.55	uncertain
Knowledge improvement on Chinese culture	3.47	0.48	Agree	3.43	0.5	Agree
Overall	3.48	0.49	Agree	3.08	0.50	Uncertain

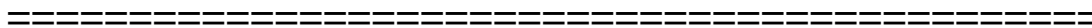
As shown in Table 33, for control group students, the mean score of their post-questionnaire had dropped 0.3 points from pre- questionnaire and disrated the interpretation from agree in pre-questionnaire to uncertain in post-questionnaire. It means the experimental group students generally agree the implementing of Chinese content-based course would improve their mastery of the knowledge of Chinese culture, listening and speaking ability before they took the implementation course. However, after they took the course, they felt they did not gain much progress and uncertain whether the implementation of the course was effective or not.

Summary

This chapter presented the findings, the analysis of data and its interpretations of the study. Those findings are reported into two parts based on research questions. First part reports the data and results of the first research questions, which investigated whether there was an improvement on students' listening and speaking ability in communication after implemented the Chinese culture content-based course. Pre-evaluation, post-evaluation and three formative tests on students' listening and speaking ability were applied to investigate effects of the implementation course. As for the second research question, students' perspectives towards the implementing of Chinese culture content-based course. Pre-interview, post-interview, pre-questionnaire and post questionnaire were used to answer this research question. Descriptive statistics of mean, standard deviation and qualitative content analysis were used to answer those two research questions.

Chapter 5

Conclusion, Discussion, and Recommendation



In this chapter, the researcher presents a summary of the study with conclusion and discussion regarding the two research questions of the study. The recommendation for future research will also be provided based on results of this study.

5.1 Summary of the study

This study aims to investigate the effect on students' listening and speaking ability through implementation of Chinese culture content-based course and students' perspectives towards the implementing of Chinese culture content-based course. This study was conducted to investigate the following questions:

1. To what extent does Chinese culture content-based course enhance students' listening and speaking communication?
2. What students' perspectives towards the implementing of Chinese culture content-based course?

The population of the study was 30 second year English major students from Yuxi Normal University, in Yunnan, China. 30 students were selected to join in the based on their willingness. Thirty students were divided into two groups randomly and each group had 15 students. One group is experimental group while the other one is control group. Experimental group were taught the designed course under content-based approach while the control group were taught under the traditional teaching method. The designed course was 20 hours long exclude instruments treatment. For the control group, the designed course was implemented through the traditional teaching method, which is lecture-centered class and there were no interactive activities in the class. For the experimental class, interactive activities such as small talk, group discussion and presentation were the main task for this approach.

In order to answer the research questions, instruments for treatment and instruments for data collection were used in the study. Treatments instruments included pre-interview on students and teachers, textbook evaluation, pre-self assessment questionnaire, pre-evaluation on students' listening and speaking ability, Chinese culture content-based course implementation. Data collection instruments were post-evaluation on students' listening and speaking ability, three formative tests, students' post self-assessment questionnaire and students' post-interview. For the analyzing of students' pre evaluation on listening and speaking ability, post evaluation on listening and speaking ability and three formative tests, mean score and standard deviation were

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used as statistic numbers for analysis. Pre and post interview on students' perspectives towards the implementing of Chinese culture content-based course were evaluated qualitatively based on students' answers. Pre questionnaire and post questionnaire were evaluated by mean score and standard of deviation.

5.2 Conclusion

The results and interpretation from data collection can be concluded based on research questions as follow:

5.2.1 What extent does Chinese culture content-based course enhance students' listening and speaking communication?

The results are based on the overall mean scores gathered from three formative test, pre and post evaluation on students' listening and speaking ability.

In the listening evaluation, the mean score of pre-evaluation for both experimental group and control group were interpreted as fair. As for post-evaluation, the mean score of experimental group was interpreted as good while the control group was interpreted as fair. Even the mean score of control group had improved, but the improvements that control group gained were too slightly to upgrade the interpretation. It means after the course implementation, experimental group students had gained bigger progress on listening ability than control group.

In the speaking evaluation, the mean score of pre-evaluation for both experimental group and control group were interpreted as fair. As for post-evaluation, the mean score of experimental group was interpreted as good while the control group was interpreted as fair. The improvements of control group gained were not high enough to upgrade to interpretation. Therefore, similar as the results of listening evaluation, after the course implementation, experimental group students' speaking ability had improved more than control group had.

In the three formative tests in listening, the mean score of first two tests of experimental group were interpreted as fair, but it was interpreted as good in the third test. As for the control group, even the mean score had improved slightly from first test to third test, but the interpretation was fair for three tests. It means during the course implementation, experimental group students' listening ability had continuously improved and can be detected on the interpretation while the improvements that control group gains were too slightly to upgrade the interpretation. Therefore, during the three formative tests, experimental group students' listening ability had improved continuously more significantly than control group had.

In the three formative tests in speaking, similar to the results of listening tests, the mean score of first two tests of experimental group were interpreted as fair, but it was interpreted as good in the third test. For the control group, even the mean score had improved from first test to

third test, but the interpretation still stay at “fair”. Therefore, the improvements on speaking that experimental group students gained were more significantly than control group students.

Based on the comparison of mean score of pre and post evaluation on students’ listening and speaking ability, three formative tests on listening and speaking ability, it can be seen that both experimental group and control group gained progress on their listening and speaking ability after the Chinese culture content-based course implementation. However, the improvements that experimental group students gained were more significantly than control group students gained.

5.2.2 What students’ perspectives towards the implementing of Chinese culture content-based course?

The results are based on the information collected from conclusive qualitative analysis of students’ interview and overall mean scores gathered from pre and post questionnaire.

5.2.2.1 Students’ perspectives towards the implementing of Chinese culture content-based course through pre-interview

Pre-interview were applied to investigate students’ perspectives towards the implementing of Chinese culture content-based course before the course implementation. There were 7 questions in the Pre-interview. The first question was about students’ opinions on the equality between western culture studies and native culture studies in their English learning. Based on summary of responses collected from students, both experimental and control group students stated in their current English learning at school, western culture studies majorly occupied the English learning materials that they currently use and no Chinese culture related content reference been introduced to their English class. They also manifested the over emphasis on western culture is one of the major reasons why their knowledge on Chinese cultures in English are limited.

Second question referred to students’ opinions on the significance of the knowledge in Chinese culture in the communication with speakers with other culture background. According to the conclusion drawn from students’ answers, the majority of both experimental group and control group believed the rich knowledge in one’s native culture would beneficial to the quality of their spoken content when they involved in the occasions that they need to output the knowing of one’s own culture to the people with different culture background.

Third question concerned with students’ opinions on their knowledge of Chinese culture based on their own feelings. Based on collections gathered from students’ answers, most students from experimental and control group rated their knowledge on Chinese culture were poor. Some of them valued their knowledge on Chinese culture were rich comparatively but their ability to express them in English were limited. They all indicted that the implementation of content-based course in English refers to their own culture was needed.

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Forth question was about students' opinions on the preference of the method to conduct the Chinese culture content-based course. There are three choices in this question. They are materials learning, classroom activities and outdoor exploration. All of the 30 students from experimental group and control group clicked three of them which indicated that they would like the course implemented through materials learning, classroom activities and outdoor exploration.

Fifth question referred to students' opinions on the learning preference of the topic of content of Chinese culture. There 10 topic choices in the choose column. According to the answers collected from 30 students both in experimental group and control group, the topics that students were willing to learn ranked from highest preference to the lowest are: Chinese history, philosophy heritage, Chinese traditional arts, geographic landscape of China, government society, economy and reform, China folk culture, contemporary literature of China, science and technology of China, education of China.

Sixth question was about students' opinions on the improvement of listening and speaking ability in communication through the enrichment on the knowledge of Chinese culture. Most students stated the point of view that the more enrichment of the understanding you have about the world, the more opportunities will come out for you to join the communication in different types of occasions. Therefore, the majority of students from both experimental group and control group stated the agreement that the there would be an improvement on listening and speaking ability through the enrichment on the knowledge of Chinese culture.

Last question was about the students' opinions on the overall expectation towards the implementing of Chinese culture content-based course. All of the 30 students expressed their willingness that they prefer the course would be conducted in a creative way with fun and interesting activities which attract them willing to learn and have fun through the learning process.

In conclusion, both experimental group students and control group students had optimistic expectation towards the implementation of this course and they all expect there would be an improvement on their listening and speaking ability along with knowledge on Chinese culture.

5.2.2.2 Students' perspectives towards the implementing of Chinese culture content-based course through post-interview

Post-interview were applied to investigate students' perspectives towards the implementing of Chinese culture content-based course after the course implementation.

There were 5 questions in the post-interview can be categorized into three categories. First category referred to students' opinions on the improvement of knowledge of Chinese culture after the implementation of the course. Students from experimental group stated that their knowledge in Chinese culture had been improved significantly along with knowing of the

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Chinese culture in English after the implementation of the course through series of effective classroom activities. However, students from control group stated that their knowledge on Chinese culture had improved slightly since the traditional lecture-centered teaching method did not make them interested in the learning.

Second category of question referred to students' opinions towards the improvements of listening and speaking ability after the implementation of the course. According to the conclusion of students' responses, the majority of experimental group felt their listening and speaking ability had improved through the implementation course while the majority of the control group felt their listening and speaking ability had not been improved at all except a few of thought their listening and speaking had improved slightly. Experimental group thought the participation of activities been conducted in the class improved their listening and speaking ability while control group thought the lack of interaction activities designed course was not efficient at improving their listening and speaking ability.

Third category of question concerned with students' opinions towards the effectiveness of this course. According to answers collected from students, experimental group students evaluated this course as an efficiency course since the obviously improvements they actually felt on their listening ability, speaking ability and knowledge on Chinese culture through the course implementation. On the contrary, students from control group assessed this course as low-efficient since they did not see any improvements they gained through the studying of this course.

In conclusion, from the responses collected from students after they took the implementation course, the majority of experimental group recognized their improvements on listening and speaking ability and knowledge on Chinese culture while the majority of the control group felt the implementation of this course did not help them on improving their language skills and did not meet their expectation as they supposed in pre-interview.

5.2.2.3 Students' perspectives towards the implementing of Chinese culture content-based course through pre-questionnaire

Pre-questionnaire were applied to investigate students' perspectives towards the implementing of Chinese culture content-based course before the course implementation. Pre-questionnaire investigated students' perspectives in three categories: listening, speaking and improvement on knowledge of Chinese culture. In the listening category, there were 4 statements given students to rate interpretation as follows:

1. the implementation of Chinese culture content-based course would help me to understand the content of Chinese culture-related topic better.

2. When I hear people talk about the Chinese culture related topic around me, the implementation of Chinese culture content-based course will help me to understand their talking better.

3. The implementation of Chinese culture content-based course will make me familiar with the knowledge of Chinese culture, it is also helpful to improve my listening skill in communication.

4. Limited knowledge on the listening context prevents me to understand it well, so the implementation of Chinese culture content-based course will enrich my knowledge and improve my listening skill. In the speaking category, there were 4 statements given students to rate interpretation as follows: 1. The implementation of Chinese culture content-based course would help me to conduct the talk of content of Chinese culture-related topic better. 2. When people around me discuss topics relate to Chinese culture, I found it is difficult for me to join in the discussion. The implementation of Chinese culture content-based course will help me to join their talking better. 3. The implementation of Chinese culture content-based course will enrich sufficient knowledge on Chinese culture and create me more opportunities to speak and improve my speaking skill eventually. 4. Limited knowledge on the listening context prevents me to understand it well, so the implementation of Chinese culture content-based course will enrich my knowledge and improve my listening skill. For the improvement on knowledge of Chinese culture category, there was one statement given students to rate interpretation as follow: The implementation of Chinese culture content-based course will improve my understanding of the content significantly. In the pre-questionnaire, the overall mean score of both experimental group and control group interpreted as agree, which means they generally agree the implementing of Chinese culture content-based course would help them to improve their listening and speaking ability and knowledge on their native culture.

5.2.2.4 Students' perspectives towards the implementing of Chinese culture content-based course through post-questionnaire

Post-questionnaire were applied to investigate students' perspectives towards the implementing of Chinese culture content-based course after the course implementation. In order to compare students perspectives more precisely, the statements in the post-questionnaire were same as the statements in pre-questionnaire. For experimental group, the general mean score still interpreted as agree. For control group, the general mean score on listening and speaking statements were interpreted as uncertain instead of agree in pre-questionnaire. However, the mean score of the statement of improvement on knowledge of Chinese culture still interpreted as agree which was same as the one in pre-questionnaire. Therefore, after the course implementation, students from experimental group still agree through study of the implementation course, their ability on knowledge on Chinese culture, listening and speaking ability had improved. For control group, they did not feel any significant improvements on their listening and speaking ability, so they were uncertain about whether the implementation of the course was helpful or not. However, the

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interpretation of the statement of the improvement on knowledge of Chinese culture was still “agree” which was same what they rated in the pre-questionnaire. That is to say after they took the implementation course, they agree the implementation course was efficient at enrich their knowledge on Chinese culture.

5.3 Discussion

The data collected according to the two research questions are discussed in the following sections:

5.3.1 What extent does Chinese culture content-based course enhance students’ listening and speaking communication?

The findings of this study have confirmed the improvements on listening and speaking ability brought by the implementation of Chinese culture-content based course. The results indicated students from both experimental group and control group had improved their listening and speaking ability after the course implementation. However, the progress that experimental group gained was bigger than the one that control group gained. The results can be discussed below:

5.3.1.1 Discussion of the results obtained from implementation of Chinese culture content-based course

Based on the overall mean score collected from five evaluations: pre-evaluation, post-evaluation and three formative tests, it can be seen that both experimental group and control group had improved their knowledge on Chinese culture, listening and speaking ability after the course implementation. The results shown that experimental group achieved more improvements than control group did. The results can be discussed as following aspects;

Students from both experimental and control group achieved improvements on knowledge of Chinese culture, listening and speaking ability in communication. According to the mean score and interpretation of mean score collected from students’ performance on pre-evaluation, post-evaluation and three formative tests. Even both experimental group students and control group gained improvements after the implementation course, it can be seen that students from experimental group gained more obviously and significantly improvement than students from results of mean score and interpretation. The difference on the improvements between two groups can be explained by the priority of content-based approach and CLIL method to the traditional teaching method. According to Li (2005), traditional reading and teaching method is efficient to enhance students’ skills on translation and reading, but it is rarely effective on enhancing students’ communication ability on listening and speaking. Wang (2005) also pointed out that the traditional ways of teaching applied in China has been overemphasized on the teaching of syntax and grammar with the lost on the communicative ability on majority of student. In this study, the courses were conducted through teacher’s lecture and materials study.

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Lack of the classroom interactions and communicative activities were limited at improve students listening and speaking ability. Therefore, students from control group did not gain significantly improvement on listening and speaking in communication since they were taught under the traditional teaching method.

On the contrary, for the experimental group students, the content based approach and CLIL-oriented methods application on them had successfully differentiated them from control group based on the progress that they made. According to Krashen (1985), content-based approach is usually conducted based on learner-centered rather than teacher-centered. There will be more opportunities for students to practice their speaking since there are usually more speaking activities under student-centered approach. Consequently, listening ability will be improved along with speaking ability. Coyal (2007) points out a CLIL lesson contains elements as 4Cs, which are content, communication, cognition and culture. Content refers to the knowledge learning and acquisition of the thematic subject. Communication refers to the interaction during the process of acquiring the content of knowledge. Cognition refers to the understanding of the content study and language learning during the studying process. Culture means the way to conduct expression under the specific regulations and social rules. These four Cs interrelated to each other and underpin the success of CLIL approach which eventually contributes to the enhancement on the knowledge of target content, listening and speaking ability. In this study, the content of knowledge of Chinese culture teaching implemented through the English as the instruction language. During the learning process, listening and speaking were the communicative tools that learners use to conduct the communication to acquire the content knowledge of Chinese culture. The knowledge gains from content of Chinese culture helped students to enlarge their multicultural understandings and enhance their knowledge accumulation to enrich their identity of global citizenship. The listening and speaking ability enhanced through the content of Chinese culture studies established students' cognition on both language learning and multicultural comprehension. Consequently, under the content-based approach and CLIL teaching method, the course was conducted under the frequently interrelations between knowledge of Chinese culture and listening and speaking oriented classroom activities. Therefore, compare with lecture oriented traditional teaching method which applied on control group, content-based approach which applied on experimental group is more superior at enhance learners' listening and speaking ability.

5.3.2 What students' perspectives towards the implementing of Chinese culture content-based course?

In order to answer the second research question, both experimental group students' and control group students' perspectives towards the implementing of Chinese culture content-based course were compared as follow.

5.3.2.1 Students' perspectives towards the implementing of Chinese culture content-based course from pre-interview and pre-questionnaire

From the results of both group of students' responses from pre-interview, both students from experimental group and control group felt their knowledge on their native culture were insufficient and had an optimistic expectation on the implementation of the course to enhance their knowledge on Chinese culture. Besides, they all thought the enhancement on Chinese culture content-based course would contribute to the progress on their improvements on listening and speaking ability. From the results of pre-questionnaire, the mean score of both groups' answers were interpreted as "agree", which means they all agree with the implementation of Chinese culture content-based course would be beneficial to the improvement on their mastery of the knowledge of Chinese culture, listening and speaking ability before they take the implementation course.

5.3.2.2 Students' perspectives towards the implementing of Chinese culture content-based course from post-interview and post-questionnaire

From the results of both group students' responses from pre-interview, for experimental group students, they actually thought through the frequent implementation of classroom activities based on the content of Chinese culture, their interest of learning and using language had been largely stimulated. Consequently, their listening and speaking ability had improved along with the enhancement on their native culture since they were more willing to learn than before. Meanwhile, for students from control group, they felt even their knowledge of Chinese culture had slightly improved through the intensive lecture conduction and materials study, but their listening and speaking ability had not improved since the absence of interesting interactive activities. Similarly, from the results collected from post-questionnaire, the mean score and interpretation for experimental group still stay in "Agree", which means after the course implementation, students of experimental group agreed the statement that the implementing of the course enhanced their improvements on listening and speaking ability. The mean score and interpretation of students from control group modified to "uncertain" in post questionnaire instead of "agree" in the pre-questionnaire. It indicated that control group generally felt there were not much improvement on them and uncertain whether the implementation course was beneficial to their mastery of the knowledge of Chinese culture, listening and speaking ability or not after they take the course. This can be explained by Jarvienen's (1999) point of view that the one of the distinguishing features of CLIL is the cooperative learning method. Under the cooperative learning style, students usually divided into small groups to accomplish tasks through team work. Cooperative learning style is efficient at getting rid of learners' anxiety, stimulating learners' motivation and promoting interaction among them. Moreover, students' autonomy will be established under cooperative learning method and the interaction with team member will be enhanced and utilized to improve their communication

ability in language learning. Davis (2003) also points out that when students use language as a tool to acquire the information they are interested, which is considered as a more natural and initially way of developing linguistic competence. According to Richards and Rodgers (2001), compare with traditional teaching method, content-based approach is advanced at the frequent usage of interactive activities and lead students to conduct more listening and speaking practices rather than solely focus on materials study which traditional teaching method usually emphasize on. Therefore, it can be seen from the post interview and post questionnaire that students from experimental group judged the implementing of Chinese culture content-based course as an effective implementation while control group students did not.

5.4 Suggestions for further studies

The study found implementation of Chinese culture content-based course had potential for students' listening and speaking ability improvements. There are several points that future studies could take into consideration:

5.4.1 It is recommended to conduct the class no more than two hours each time. It was found that students were less motivated at the end of each class compare with at the begging of the class. Sign of students' exhaustion can be noticed obviously at the end of class. Thus, by shorten the individual course time and enlarge the whole course time length is recommended to conduct related studies in future. Further research need to be conducted within good timing accordingly to students' real situation.

5.4.2 It is recommended to beware of those students who did not participate into the talking during activity as frequently as others. There are a few students who prefer to keep quiet and reluctant to join the talking with others. They always stay behind others and only made limited contribution to accomplish group task such as group presentation and group show. Therefore, more attention should be paid on this type of students and encourage them to join and accomplish group task wholeheartedly with sufficient confidence.

5.4.3 This study found students were unmotivated with some serious topics such as economy and politics. Therefore, create more funny activities and present the content in an more understandable way is recommend for further studies.

Summary

This chapter presents a summary of the study, conclusion and discussion refers to the two research questions; 1) To what extent does Chinese culture content-based course enhance students' listening and speaking communication? 2) What students' perspectives towards the implementing of Chinese culture content-based course? Besides, suggestions for further studies based on investigation results are provided in this chapter.

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