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一個具中英雙語背景英文教師在台灣不同補習班之雙語教學經驗：個案研究

A Bilingual English Teacher's Teaching at Taiwanese Cram Schools: A Case Study

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To My Family, Mr. Su-Ching Tsai, Mrs. Yueh-Yun Wang and Mrs. Wen-Yi Tsai
To Dr. Chin-chi Chao
獻給我的家人，蔡蕭靜先生、王月雲女士和蔡文怡女士
及獻給我的恩師招靜琪教授

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　　　　　具中英雙語背景教師之個案研究

指導教授：招靜琪教授

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論文提要內容：

　　面對全球國際化的趨勢，國家發展委員會以 2030 前培養臺灣成為雙語國家為目標，提出「2030 雙語國家政策發展藍圖」以提升國民英語力。在其政策藍圖實施下，目標之一為培訓能以全英語授課之臺灣教師及招募國際教師以達到從國民小學至大專學院的實施雙語教育的目標。過去研究探討大專學院老師在實施全英語授課所面臨之教學挑戰，但具備中英雙語能力及豐富全英語教學經歷的補習班英語教師面臨之教學挑戰卻需要進一步的研究。

　　本研究旨在探討以一位具有中英雙語能力之補習班全英語課程教師如何透過其在國外受教育的學習經歷而形塑的教學信念，並在台灣的考試導向英語教育體制下，如何面對臺灣多元英語教學情境中的雙語教學期望。本研究採質性個案研究，採取學習及教學經驗敘述、訪談教師及課堂觀察為主要資料蒐集來源。結果顯示此具有中英雙語能力及豐富雙語教學經歷之教師秉持的教學信念來自於自身在國外的學習經歷。而在台灣英語教育體制下的雙語期望面臨的教學挑戰，包括: (1)學生缺乏實際說英語的環境 (2)學生習慣於傳統式英語教學而無法適應英語思考教學方式 (3)學生考試壓力 (4)英語教材的傳統式編排 (5)家長對雙語教育錯誤理解。

　　依據本研究結果，對於台灣英語教師、全英語授課教師、國際教師及教育學者進一步提供參考及建議，以期能作為未來台灣雙語教育研究之參考。

關鍵詞：個案研究、雙語教育、補習班、全英語課程教師、中英雙語能力、教學信念

ABSTRACT

Facing the trend of global internationalization, the National Development Council (2018) aims to cultivate Taiwan as a bilingual country by 2030, and proposed the "Blueprint for Developing Taiwan into a Bilingual Nation by 2030" to enhance the nation's English proficiency and competitiveness. Under the implementation of the policy, one of the plans is to train EMI teachers and recruit international teachers to achieve the goal of bilingual education from elementary schools to colleges. The purpose of this study is to explore how an EMI teacher with Chinese-English bilingual and international background at Taiwanese cram schools shaped her teaching beliefs through the learning experiences in the ESL contexts, and the pedagogical challenges the teacher has faced in the Taiwanese EFL exam-oriented teaching contexts.

This case study adopted a qualitative method, using narratives of learning and teaching experiences, in-depth interviews, classroom observations and follow-up interviews as the sources of data collection. The results showed that the teaching beliefs of the English-Chinese bilingual teacher with rich bilingual teaching experiences derived from her learning beliefs, and the way she has managed the pedagogical challenges under the bilingual expectations in the society. The challenges included: (1) a lack of English-speaking context (2) students' dependence on traditional English teaching (3) examination pressure (4) traditional English textbooks (5) parents' misunderstanding of bilingual teaching. Finally, the findings of this study can be a useful information for English educators, EMI teachers, international teachers and policy makers for deploying future bilingual educational context in Taiwan.

Keywords: case study, bilingual education, an EMI teacher, Chinese-English bilingual and international background, Taiwanese cram schools, teaching beliefs

CHAPTER ONE

Introduction

Background of the Study

Issues related to bilingual education have recently become a major concern for English educators in Taiwan even though bilingualism as a concept is usually discussed in ESL contexts, while Taiwan has always been an EFL context. In order to enhance English ability and increase international competitiveness, National Development Council (NDC) wishes to build Taiwan into a bilingual country by 2030. One of the common programs of bilingual education is English-Medium Instruction (EMI) (Farrell, 2019). EMI was defined as "The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English" (Macaro, Curle, Pun, An & Dearden, 2018, p. 37). More and more research showed that language learners benefit from the EMI courses, including improved motivation and interests. Language learners are more willing to make effort in bilingual courses (Meyerhöffer & Dreesmann, 2019) and there is a significant difference in motivational and learning strategies between the language learners in the bilingual programs and the monolingual programs (Arco-Tirado, Fernández-Martín & Hernández-Moreno, 2016). Moreover, Chang (2010) reported that EMI has great help for undergraduate students' English language performance, especially listening ability. Hsieh and Kang (2007) also proposed that the EMI programs provide language learners with more realistic opportunities to use English to communicate.

However, many studies also show negative perspectives of teachers and language educators on EMI courses. Simbolon (2016) discussed that some EMI teachers could not deliver clear explanations to students because of the teachers' weak language skills. Thus, this situation negatively influenced students' participation and

interaction in EMI classes. It is indeed important to provide EMI teachers with support, training or even expert assistance to improve EMI teachers' language proficiency and teaching quality through language development programs (Margic &Vodopija-Krstanovic, 2018). In this view, Farrell (2019) discussed that EMI teachers often felt pressured and insecure in the actual implementation of EMI teaching. Due to the training for pre-service and in-service EMI teachers were not provided, EMI teachers did not have an institutional support and pedagogical guidance to follow. In addition, the study also proposed that there were indeed difficulties for the lecturers dealing with EMI teaching. Not only the students' English levels were not high enough, but the lecturers also admitted that their limited language proficiency was also a challenge (Simbolon, 2016). Moreover, the study showed that some EMI teachers and educators believed that providing complete EMI training courses and certificate programs to EMI teachers can ensure the quality of EMI teaching (Huang & Singh 2014, Simbolon 2016). This shows that bilingual education does have positive benefits for language learners, but effectiveness of bilingual education is still a question particularly previous studies have questioned non-English speaking teachers and the teachers without teaching experiences of EMI.

Purposes of the Study

However, little research has based on the teachers who have bilingual and international backgrounds in cram school settings. With a lack of EMI teachers, the Ministry of Education (MOE) of Taiwan has already started training and recruiting EMI teachers in order to increase the number of qualified bilingual education teachers. But, research has not focused on teachers who are already qualified and well-experienced bilingual teachers. This study takes a step forward to explore what the challenges will be faced by such teachers in Taiwanese EFL teaching contexts, aiming to understand how one of such teachers who has bilingual and international

education backgrounds works with her students under the bilingual expectations of Taiwan. The results from this study may provide English educators with useful references for both the implementation of bilingual education programs and teacher training.

Research Questions

The purpose of this study is to delve into the bilingual expectations: how a teacher with bilingual and international backgrounds deals with the expectations and Taiwanese English teaching contexts. The main question for this study is: How does an English-Chinese bilingual teacher work with her students under the bilingual and EMI expectations? To address this questions, three sub-questions have been formulated to help the data collection and analysis process:

1. What is the teacher's journey like from being a student in multiple contexts to working as an English teacher in her current teaching context?

2. How have her learning experiences informed her teaching?

3. What pedagogical challenges does she experience as she works with her students under the bilingual expectation in the society?

CHAPTER TWO

Literature Review

Visions of Bilingual and International Education in Taiwan

In the face of globalization and the trend of international education, Taiwan has paid much attention to bilingual education in recent years. In order to enhance the national English ability and increase international competitiveness, National Development Council (NDC) (2018) has a Blueprint for Developing Taiwan into a Bilingual Nation by 2030. Working toward this goal, the MOE has focused on improving national English ability and transforming Taiwan into an international bilingual country. This policy integrates English into the kindergarten curriculum, and the implementation of English education and English taught courses will be offered from elementary to junior high schools (NDC, 2018). In vocational high schools, some professional subjects will be required to be taught in English. In addition, English-based learning environments have been established in experimental high schools to expand students' English proficiency and international perspective (NDC, 2018). Furthermore, to increase the numbers of teachers who will be able to teach in English, Centers for English as a Medium of Instruction has been established in teacher-training universities, and teacher training courses for in-service teachers will be offered. In terms of international education policy, the MOE has strengthened student communication abilities through the establishment of international educational trips, overseas internships, advanced study and academic exchanges for teachers to achieve internationalization of the education system (NDC, 2018). These policies intend to change Taiwan into a competitive bilingual country by 2030.

In response to the government's policy of making Taiwan a bilingual country, Tainan City Government (TCG) has established the Office of English as Second Official Language of Tainan City Government (OEASOL), which has promoted

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English as the second official language of Tainan City. In order to improve teachers' ability to teach in English and to enhance students' English proficiency, the Bureau of Education, Tainan City Government has planned an English-learning curriculum from 2018 to 2022. In order to create more bilingual learning contexts, an International English Village and theme-based teaching curriculums have been established (TCG, 2018). Teachers'ability of teaching in English and internationalization of school environment are also included as part of the policies of Tainan Government. In addition, schools have promoted educational exchanges with international sister schools to expand the students' global concept through international exchange education system (TCG, 2018). In order to promote pilot bilingual education program, schools have been encouraged to transform into bilingual experimental schools, and English is integrated into the teaching of various subjects, thereby improving the effectiveness of students' English learning (TCG, 2018). These educational policies demonstrate the government's emphasis on achieving complete bilingual education. Thus, bilingual education and international learning environments have to be the main consideration for any local English educators now.

Teachers are important roles in the government's goal of creating a bilingual learning environment. They need to be able to teach in English and to teach various subjects in English. To achieve internationalization of the campus, international teachers and volunteer assistants will need to work together with local Taiwanese teachers (TCG, 2018). The MOE has proposed important plans for training teachers. For example, in 2018, the MOE announced that the "Educational Training Program for English as a Medium of Instruction" will provide pre-employment training and training for in-service teachers to increase the number of professional EMI teachers in the future. So far, 18 teacher-training universities have the willingness to work with the MOE to provide such training programs. It is estimated that the numbers of EMI

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teachers will reach 5,000 in 12 years (MOE, 2018).

Current Situation of English Education in elementary and junior high school in Taiwan

According to the 12-year national education curriculum proposed by the National Academy for Educational Research of Taiwan (NAER), English curriculum and teaching are mainly to develop students' English literacy and to achieve the following objectives: First, student-centeredness and valuing the importance of students' communication and interaction ability. Second, developing students' ability and habits to learn independently and learn English for life. Third, guiding students to think independently and helping students to explore the culture of different countries through language learning and enhancing their social participation. Fourth, cultivating students' logical thinking ability and stimulate their creativity (NAER, 2018, p.4).

According to the provision of the curriculum, Grade 3 to Grade 4 students of elementary school have a forty-minute English class each week and Grade 5 to Grade 6 students have eighty-minute English courses each week (NAER, 2018). As for the students of junior high school, there are two hours of English classes a week (NAER, 2018). The employment of international teachers varies according to the need of different schools. The hours are actually not enough to achieve the goal of bilingual education. Under such a situation, there is a considerable gap between the curriculum and the bilingual education policy. It is not sure how English teachers can achieve the most effective English teaching under the limited teaching hours and how students can turn English into one of their daily languages. These are questions that worth exploring.

Studies on EMI Teachers

The studies focus on the teaching practice of EMI teachers in EFL teaching contexts. Many researchers have addressed the pedagogical difficulties and challenges the EMI teachers faced. Pun and Thomas (2020) interviewed the senior science teachers from eight public EMI secondary schools in Hong Kong. The study reported that some teachers emphasized that their students have problems with communicating in English because of their low English proficiency. The study also proposed that some teachers suggested that the teachers who have low English proficiency has less confidence in teaching in English can use their first language to explain in class. Moreover, Margic and Krstanovic (2018) proposed that the importance of providing language support for EMI teachers. The study investigated the reflection of 60 university teachers and academic researchers in language development program. The results showed that the teachers concerned about the linguistic proficiency and appropriate language skills for teaching in English.

Furthermore, researchers also discussed about the importance of teacher training courses and programs provided to EMI teachers. Kim, Kim and Kweon (2018) investigated 37 professors of three major Science and Engineering universities in Korea and the courses were taught through EMI. The study indicated that half of the professors felt unsure and lacking in English proficiency and students' lacked of English proficiency was one of their teaching challenges. The professors were also asked about the reasons of why offering EMI courses and the most significant reason was the university's enforcement. The study also proposed that L2 teacher training for EMI should be provided for the teachers. In Aizawa and Rose (2018) study, the faculty members and students in EMI courses in a Japanese university were interviewed, and the study revealed a gap between EMI policy and teaching practice. The teachers thought that the university did not offer enough support and they had to

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spend much time on preparing for the EMI course. Likewise, Yuan, Chen and Peng (2020) interviewed 20 EMI teachers and the teachers believed that EMI is necessary in the internationalized world, but the students' fear of speaking English have become a challenge in EMI teaching. The study also discussed that the school must provide more complete and systematic programs and curriculums on EMI teaching.

On the other hand, the researchers proposed the perspectives of internationals EMI teachers in the EFL teaching contexts. Kim and Tatar (2018) interviewed 18 international faculty belonged to the business management and engineering departments at a large research-oriented university in Korea. The international teachers stated that the students were not confident in speaking English, and the lacked of interaction between Korean and international students have made a challenge in class. The international teachers suggested that students' English proficiency should be examined and the university should have the regulations for their English proficiency and the school also need to help the students with their English.

Borg's Diagram of Language Teachers' Beliefs

Since the purposes of this study are to explore the formation of the participant's learning experiences, her teaching and the pedagogical challenges in teaching practice, the two parts of Borg's diagram among teacher's beliefs, schooling, and contextual factors would be discussed. First, Borg's diagram (see Figure 1) indicates that the relationship among teacher cognition, teacher learning through schooling including personal learning history and specific experiences of classrooms. The experiences of schooling define teachers' preconceptions of education and provide evidence that teachers' learning experiences can inform beliefs about teaching and learning. The beliefs as learners may continue to influence on teachers throughout teaching career. Seccond, contextual factors around and inside the classroom

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including classroom practice influence the teachers' beliefs or create interaction of beliefs and classroom practices.
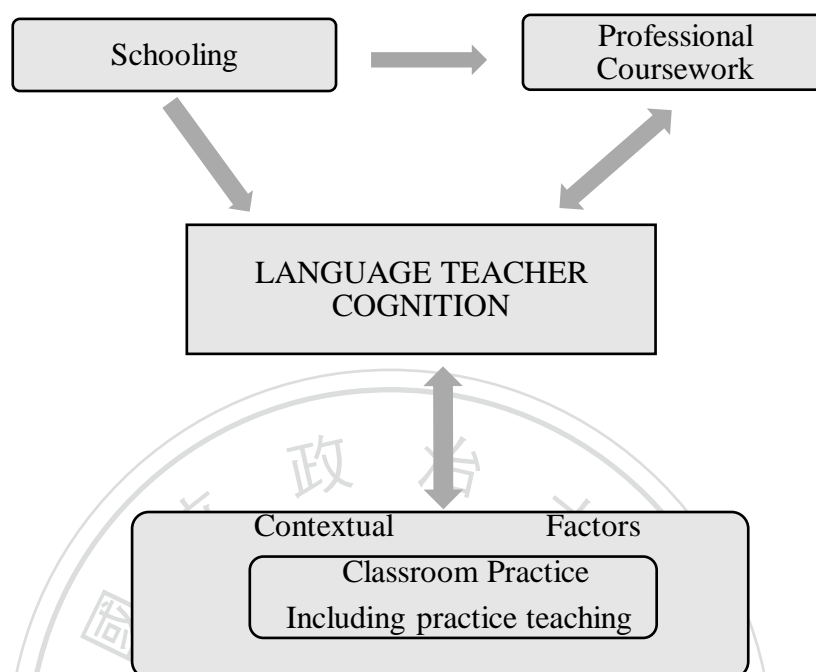

Figure 1 Elements and process in language teacher cognition (Figure taken from Borg, 2006, p.283).

Differences between ESL and EFL

Since this study is to explore the pedagogical challenges the Chinese-English bilingual English teacher faces at different cram schools in Taiwanese EFL teaching contexts, English learning in EFL and ESL contexts is discussed in this section. ESL is the acronym of English as a Second Language, and EFL, English as a Foreign Language. Stern (1984) defined that "foreign language" is the language used outside the country, and "second language", on the other hand, refers to a language that is used as an alternative language in a country which is as important as first language. Si (2019) defined that ESL refers to English learners as a second language in countries where English is used as a tool for communication, such as India and Malaysia.

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English has the same important status as the mother tongue in these countries, while EFL means learning English in non-English-speaking countries such as Japan and South Korea. Si (2019) also defined that English is not for daily communication for the EFL learners. However, but for ESL, there are two kinds of learners: One is for the immigrants who have moved to English-speaking countries, and the other is for people that are located in countries that were colonized by English-speaking countries, such as some countries in Southeast Asia. Therefore, for ESL learners, they learn English in the target language context, and they have authentic opportunities to communicate in English naturally; while EFL learners lack of English-speaking environments.

Limited Studies on Bilingual Teachers in Taiwan

With the implementation of bilingual education and EMI courses, research on teachers' views and difficulties on bilingual education in Taiwan is still quite limited. Hou, Morse, Chiang and Chen (2013) interviewed four international reviewers participating in Higher Education Evaluation and Accreditation Council of Taiwan and two Asian higher education experts specializing internationalization to understand the challenges of EMI implementation in Taiwan universities. The study reported that the difficulties in implementing EMI programs to professors included the development of the curriculum objectives and contents, the students' language proficiency, and the measure of students' learning outcome (Hou et al., 2013). Researchers suggested more training programs and opportunities sharing experiences should be offered to provide support to the professors (Hou et al., 2013). Huang and Singh (2014) also investigated a panel of 30 experts including of EMI teachers, language testing researchers, and teaching evaluation administrators to understand the EMI teachers' views on EMI teaching and the difficulties they faced. EMI teachers

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expressed that it took more time to prepare for EMI courses because of the need to avoid errors in communication in English. One of the teachers mentioned that EMI teacher's English proficiency and students' understanding of content knowledge in English are important. It is necessary to use simpler English and target words to paraphrase the definition of the content knowledge. The teachers also concerned about that pronunciation and clarity of the speech will directly affect the students' understanding. Huang & Singh (2014) suggested that to increase the quality of EMI teaching required EMI certification programs and training courses for EMI teachers. Tsai and Tsou (2015) interviewed 5 courses by 5 non-native teachers in IMBA program in a university in southern Taiwan and found that content difficulty, students' language proficiency and the use of appropriate English words may affect the effectiveness of EMI courses. EMI teachers revealed that low proficiency students needed more language assistance to express their critical thinking (Tsai & Tsou 2015).

So far, little research has focused on the challenges of elementary and junior high school teachers, especially the difficulties to the teachers who have bilingual and international education backgrounds and how such teachers deal with the bilingual expectations in school and the society. The MOE has also set the goals for the elementary schools and junior high schools because the goal of NDC is to build Taiwan into a bilingual country. This study is expected to provide English educators with useful suggestions for both understanding the challenges of the bilingual teacher who has already had EMI teaching experiences of elementary-level and junior high-level English courses and how the teacher works with her students under the bilingual expectations.

CHAPTER THREE

Methodology

This study employs qualitative case study methodology to explore the topic. According to Nunan (1992), case studies aim to generalize findings from a case to a class and the insights from the case studies can provide information for various purposes including educational policy-making. In order to explore the purposes, the instruments including narratives and in-depth interviews, informal conversations, classroom observations, and follow-up interviews are adopted. The description of the participant, the context, data collection, and data analysis is presented in the following sections.

The participant

This study aims to explore the experience and practice of a teacher with international education backgrounds in English classes, Emily. She is a cram school English teacher in Taiwan. She lived in Hong Kong for 11 years during the period of British rule. Cantonese and Mandarin Chinese are both her first languages, and English is the language that she is familiar with. She studied in bilingual schools from kindergarten to primary school in Hong Kong. Emily moved to Taiwan to study in junior high school and started to learn to speak and write Mandarin Chinese. Later, Emily finished her high school in Canada, and then received a bachelor's degree in a Taiwan university. During the period of high school in Canada, Emily studied in an English-only learning environment and learned various professional subjects. Therefore, she has a rich international perspective and believes that English can be a fun and natural language to her students.

Emily can be considered an information-rich case for the theme of this study. There are three reasons why Emily was selected as the participant for this study. First, Emily has a background in international education. She has an international

perspective in English education because of her learning history at the primary school and the senior high school in Hong Kong and Canada. She also studied in junior high school and university in Taiwan. Thus, Emily as a student had both English-only environments abroad and traditional English courses in Taiwan. From these two very different educational environments, Emily not only developed the ability to teach students how to learn English, but also understands the differences between traditional English education and bilingual education through her first-hand experiences. Second, Emily teaches elementary-level English-only courses at various cram schools, and teaches junior high-level courses using Chinese and English. These are two completely different courses. She has experienced the differences between traditional English teaching methods and bilingual teaching methods. These two different teaching experiences from Emily could reveal the difficulties faced by bilingual teachers in practical teaching and the gaps from traditional English teaching to the goal of becoming a bilingual country. Third, she can bring practical experiences to enrich the study including difficulties she faces in the actual experiences of bilingual teaching, the current teaching environment and the way Taiwanese students learn English under the current education system. Through interviews with Emily after each classroom observation, the researcher can clearly understand the difficulties and challenges faced by bilingual teachers in teaching practice, and then understand how far away the bilingual policy of the nation is from the current teaching situations. Moreover, her experiences could reveal the difficulties and challenges that need to be overcome in bilingual education in the future. For these reasons, Emily was invited to be the participant for this study.

The Context

The context of this study is the cram school that Emily works as a full-time teacher. Emily has taught English-only courses at a cram school since college, and the

other three cram schools after college. The cram schools are cram schools A, B and C in New Taipei City and Taipei City. Emily currently works at cram school C in Taipei City. The target students at these cram schools are elementary school and junior high school students. The English courses for elementary school students are taught in English only, and the English courses for junior high school students are taught in both Chinese and English. For elementary school students, they learn English for four to six hours a week at the cram school. For junior high school students, they learn English for two to four hours a week. These cram schools have their own development and publisher which could publish their own teaching materials and textbooks. The features of the cram schools are English-only courses. The international teachers and the Taiwanese teachers at these cram schools must teach in English, and students must speak English and learn all courses in English when entering the classroom. Therefore, it is forbidden for students to speak Chinese in class.

Most elementary school students participate in the "anqin classes" where the anqin teachers help students to complete school homework, extra exercises and tests of various subjects to make sure that the students get high scores on every school test. "Anqin classes" are after-school programs that often attached to English cram schools. Most of the Taiwanese parents choose to send their children to the "anqin classes" since they believe their children can get high scores from these classes. The original purpose of "anqin classes" is to provide busy parents with a place where their children can be taken care of such as pick them up from schools, have meals and snacks and finish their homework, but later on it has changed to strengthen children's academic learning. These students come directly to anqin classes to dine after school, then take English-only courses, and then continue completing homework, exercises and tests in anqin classes. As for junior high school students, they come directly to

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Emily's English courses after school or go to other cram schools to learn other subjects, and then come to Emily's classes. It is the same learning contexts from the cram school where Emily worked at college to cram schools A, B and cram school C where she works at now. The cram schools claim to be able to put students in the ESL learning environment in EMI courses, so that students can learn English well, and they can help students get high scores on school English exams. EMI courses are also quite attractive to parents who take their children to the cram schools because they believe that EMI courses are helpful to their children's English ability and they also have high expectations for EMI courses. On the other hand, the teaching goal of the Chinese and English-speaking courses for junior high school students is to help them get high scores in every school English exam. Moreover, the students can get high scores when they participate in the Comprehensive Assessment Program for Junior High School Students (CAP) in the ninth grade, and also get the certificate of The General English Proficiency Test (GEPT).

Please note that the concept of "EMI" in private language schools here in Taiwan does not limit to academic subjects. Often it is used to refer to using English to teach English. This is a common miss conception in this context, and this study often needs to follow this convention.

Data Collection

The data of this study were collected from the three sources: narratives of the participants' learning history and teaching experiences and in-depth interviews, informal conversations, classroom observations of elementary and junior high-level English-only courses and the follow-up interviews after the observations.

Narratives and In-depth Interviews

In the first data source, the narrative of the participant's learning story and teaching experiences were collected. According to Barkhuizen (2014), "narrative

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research in language teaching and learning is concerned with the stories teachers and learners tell about their lived and imagined experiences. Teachers typically tell about their professional development and their practices, and learners about their experiences of learning and using languages (p. 450)." The in-depth interview was also conducted in this phase. The interviews were 60 to 90 minutes. (The dates and topics of the narrative and the in-depth interviews are presented on Table 3.1.) The narratives and the in-depth interviews were recorded by the digital audio recorders at the quiet cafes. The in-depth interview questions (see Appendix A) focused on gaining a deeper understanding of the details of the participant's learning and teaching experiences.

Table 3.1 dates and topics of narratives and in-depth interviews

Dates	Narratives and In-depth Interviews
● February, 2019	● Preliminary conversations about the participant's general learning history in Hong Kong, Taiwan and Canada (overview)
● August ~ October 2019	● The participant's specific learning history in Hong Kong, Taiwan and Canada (in-depth, more details)
● August ~ October 2019	● Cram school teaching experiences of All-English courses and Chinese-English speaking courses

Informal Conversations

Since the researcher and the participant were friendly former colleagues, informal conversations between them were frequent and recorded as data by digital audio recorders. The informal conversations were recorded at the quiet cafes during August,2019 to January, 2020 at the quiet cafes.

Classroom Observations

The third data resource focused on classroom observations which were to understand the participant's classroom practice as an English teacher with bilingual experiences, including what difficulties and challenges she encountered in the classroom. An elementary-level English-only course with Grade 2 and 3 students, an elementary-level English-only course with Grade 5 and 6 students and a junior-high level English course with Grade 8 students were observed for twice a month in the four months between September and December, 2019. The classroom observations were 50 to 90 minutes. The researcher took notes to record the situation in the classroom, and the observations were video-taped. (The dates and time of the classroom observations are presented on Table 3.2.)

Table 3.2 dates of classroom observation in elementary and junior high-level courses

● Classes	Grade 2-3	Grade 5-6	Junior high-level
● Types of courses	English only	English only	English and Chinese
● Observation Period	September ~ December 2019	September ~ December 2019	September ~ December 2019
● Total Sessions	8 sessions / 720 minutes	8 sessions / 720 minutes	8 sessions / 400 minutes

Follow-up Interviews

The fourth data resource were 45-60 minutes follow-up interviews after each of the classroom observations and a final follow-up interviews after all the classroom observations and follow-up interviews. The follow-up interviews are semi-structured. According to Nunan (1992), "in a semi-structed interview, the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it (p.149)." The process of the follow-up interviews allowed the researcher to explore the topics based on what he wants to know more deeply. The follow-up interviews were conducted from September, 2019 to January, 2020. The follow-up interviews were recorded by digital audio recorders. These interviews allowed the participant to discuss both critical events that happened during the observation and reflection on her teaching practice. The questions for follow-up interviews are in Appendix B.

The first classroom observation focused on the difficulties that the participant with international education background encountered in the classroom, and the second to the fourth classroom observations after each follow-up interview focused on what kind of teaching difficulties and challenges occurred further explore the difficulties and challenges that this teacher with bilingual backgrounds encountered under the English curriculum of the MOE.

Data Analysis

For data analysis, the recording data of narratives and in-depth interviews were transcribed, and the transcription were member checked by the participant (Chao and Trent, 2006). The transcription was then classified based on the themes, and later the narrative content was coded following Leiblich (1998) to address research question

one and to delve into the participant's journey from learning to teaching.

In the second phase, the data from the previous analysis phase were used to identify particular events that were related to research question two in order to delve into how the participant's learning experiences shaped her teaching. Besides, follow-up interviews were transcribed by the researcher. The interview data was triangulated with the observation data to make sure the consistence between classroom observations and follow-up interviews. Then, the same steps of data analysis were repeated to find out the particular events that are related to research question three.

In this study, the researcher used "Critical Event Analysis (Webster and Mertova, 2007) to identify the events of the participant's learning and teaching experiences and the impact of her teaching practice. According to Webster and Mertova (2007), "critical events have life-long changing consequences" and "they are intensely personal with strong emotional involvement" (p.83). Through the participant's narrative of learning history and teaching experiences and the in-depth interviews, the researcher aims to explore the participant's perspectives of learning and teaching English. Also, according to Webster and Mertova (2007), "critical events are identified through the impact on the storyteller" and "they exist in a particular context and impact on the people involved" (p.83). Through the follow-up interviews after each classroom observations, the researcher expects to explore the pedagogical challenges faced by the participant during her English teaching career.

CHAPTER FOUR

Findings

This chapter presents the results of analysis, focusing on the critical events in the participant's experiences. The participant's bilingual learning background, bilingual teaching experiences, and follow-up interviews are divided into three aspects. First, the participant's bilingual learning backgrounds are presented. Second, the participant's bilingual teaching experiences are introduced. Third, the follow-up interviews after classroom observations are presented in order to gain an in-depth understanding of what pedagogical challenges and difficulties the participant faced under the bilingual expectation in the society.

Bilingual Learning Background in Multiple Contexts

Emily was educated in the multilingual learning environments of Hong Kong, Canada and Taiwan: her primary education was received in Hong Kong, while junior high school in Taiwan. After high school, she went to Canada for senior high school and then attended college in Taiwan. Because of the multilingual and multicultural context experiences in her early education, she speaks fluent Cantonese, English and Chinese. The contexts in Emily's schooling experiences are presented in Table 4.1. with discussions in the following paragraphs.

Table 4.1 Emily's multilingual learning background

Time	Emily's Age	Country	Schools	Language and Learning Contexts
1987-1997	2-12	Hong Kong	primary school	Cantonese and English
1997-2000	12-15	Taiwan	junior high school	Chinese /traditional learning way
2000-2002	15-17	Canada	senior high school	English /majored in biology
2002-2006	17-21	Taiwan	college	Chinese /majored in English

Primary School in Hong Kong

Emily was developed through diverse bilingual learning environments from primary school to college. During the period of primary school in Hong Kong, English and Cantonese are her school languages, and Chinese and Cantonese are her family languages. Emily's father also often talked to Emily in English and guided her to learn English in her life. During the period of primary school in Hong Kong, English classes were all taught in English. The textbooks were the same as those used in England primary schools. Most of the learning activities in the classroom were opening discussions with classmates or teachers based on different themes and topics. In addition to open discussions, teachers also asked students to collect information based on a topic and presented it on the stage. This kind of English learning activity allowed Emily not only to learn to speak English naturally but also develop her critical thinking in English.

During the time I studied primary school in Hong Kong, I grew up in the environment of English and Cantonese. To me…English is not like a subject, but it's more like a language at school and in life. The teachers would not specifically teach us English grammar. We learned English through reading stories, group discussions and sharing on stage in order to fully use English to express and think. In life, my father also helped me a lot in English learning. My father was very interested in learning English, and he was also an English self-learner. He guided me to use English through various real-life activities. One example is that he knew that I love nature… so he would ask me to watch discovery channel with him… I never wonder why there was no Chinese subtitle because after I was used to the English environment I could mostly understand what the TV program was about… From a young age, I thought English was a language that I would use in life. (In-depth interview, August, 2019)

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Thus, English-speaking learning environment in the primary school and the positive impact from Emily's father laid a good foundation in her English learning. Since Emily was immersed in the natural environment of both English and Cantonese, she could speak both languages fluently.

Junior High School in Taiwan

The English and Cantonese-speaking learning environment changed greatly since Emily studied at a junior-high school in Taiwan. During junior high school, Emily began to learn to write Chinese and tried to speak Chinese with her family. She also tried to get used to using Chinese all the time at school. Her Chinese abilities of listening, speaking, reading and writing gradually improved at the junior-high school stage.

When I was in Hong Kong, I could understand my parents talking to us in Chinese, but I would talk to them in Cantonese or English. I was not used to speaking in Chinese at that time... When I first came to Taiwan to study junior high school, I couldn't write Chinese. Thus, my parents arranged extra Chinese classes for me to take after school in order to adapt to the Chinese-speaking learning environment at the junior high school. My parents also hoped that I could talk with them in Chinese. During junior high school, I made a lot of progresses in reading, writing and speaking in Chinese. (In-depth interview, August, 2019)

Emily also studied Chinese at the junior high school in Taiwan. She began to communicate with others in Chinese at this time. However, she was not accustomed to the traditional teaching methods school English teachers used during junior high school. There were no reading and discussion in class. She did not even talk with others in English at school. Instead, the students were asked to memorize vocabulary, grammar, and did exams all the time.

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I was not used to the teachers' teaching ways… I didn't speak English in English

class… We just read the vocabulary and sentences after the teacher… and…

recite the English and Chinese definitions… and the grammar and translation…

One time… I talked to the English teacher with my answers…, she said my

answer was wrong because the answer was different from the textbooks… but

the meaning was the same... (In-depth interview, August, 2019)

However, Emily still kept her own method of English learning outside the class

and continued her interests in English learning which her father inspired and guided

since childhood. Although the learning environment in Taiwan was test-oriented,

Emily still thought that English is not like a subject, but a language in life. "To me,

English is a language that I could use to learn various things at school or in life". (In-

depth interview, August, 2019)

Senior High School in Canada

After Emily finished junior high school in Taiwan, Emily's father hoped that she

could have the international learning environment as in Hong Kong. Emily's father

believed that the international learning environment could make Emily learn more and

broadened her horizons. Thus, Emily and her father chose Canada as the country for

senior high school. Emily went to Canada to study senior high school alone. All the

daily life and needs handled by herself for the first time. Emily chose biology, which

she had been interested in, as her major. At the senior high school, Emily once again

immersed herself in the English-only environment and interacted mostly with people

from Western and other countries. In class, the teachers did not explain sentence by

sentence according to textbooks. Instead, the teachers gave students a broad direction

for students to think and discuss. Before class, the teachers would ask the students to

preview, and they would also assign assignments and reports to be completed after the

class. This was a breakthrough in English learning for Emily, and she liked the

challenge and enjoyed such an English learning environment. Emily put a lot of efforts and worked hard in studying. In addition to school work, Emily also participated in many school and community activities and performances of school clubs outside class. For Emily, English became part of her life. She could not only fluently communicate with others, did presentations in English, but also completed experiments and assignments in biology classes. At senior high school, Emily also felt that she gained a lot and further established her critical thinking and ability to communicate and discuss with others on professional subjects.

In high school, I worked very hard and enjoyed interacting with different cultures and locals. I really liked the teaching methods and the interaction with my classmates. English was no longer a subject like in Taiwan. It is a language in life and school. I learned knowledge of different subjects in English. The teaching of teachers in Canada was really different from Taiwan… in Canada… We had group discussion, debate, biology operations, presentation in class… also joined lots of school clubs like… drama presentation… we had group discussions like on the roles and scripts… we did rehearsals… I joined chorus, and we went to the community with the charity… I took various courses like… biology, chemistry, physics, accounting, math, English and I participate various performances of the school clubs like… drama… it was really fun and I felt a great sense of accomplishment… I had learned pretty much at that time… not only the learning or studying at school but also made lots of friends from western countries by participating school clubs or outdoor activities… (In-depth interview, August, 2019)

College in Taiwan

However, Emily studied college in Taiwan because her whole family moved to Taiwan. Emily chose English as her major. Although Emily had always thought it was

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a regret that she was not able to continue her studies in Canada and her interest in biology, she still studied hard during college and there were more opportunities to communicate with classmates in Chinese. Due to Emily 's outstanding performance in English, she was introduced to tutor English and teach English at a cram school. This opportunity led Emily to teach English.

When I was studying college in Taiwan, I chose English as my major. Although I was unable to continue my study in Canada, I also felt quite accomplished in my English learning at the stage of university. I often helped my classmates with problems in English learning. I am very grateful to my parents that… I could have the study experiences in Canada and in Taiwan when I was in junior high school… because of the study experiences… when I came to Taiwan again, I could adapt quickly to the Chinese learning environment… (In-depth interview, August, 2019)

Emily also found that she could complete assignments and reports in less time than what the other students needed. She thought that it was because her learning in senior high school in Canada. The learning experiences in Canada made her to learn more efficiently and confidently in Taiwan.

English Teaching Experiences in Multiple Contexts

Since the first experience teaching cram school in the university, Emily has been teaching with EMI teaching methods at the cram schools for eleven years. Due to her outstanding English performance, Emily was introduced to tutor English and teaching English in a cram school during the third and fourth years of college. After graduated from college, Emily taught English in several cram schools for eight years. All the elementary-level English classes in the cram schools were taught in English and the junior high-level English classes were all taught in both English and Chinese. Emily's

English teaching experiences with EMI teaching methods are presented in Table 4.2

below and described in-depth in the following paragraphs.

Table 4.2 Emily's English and Bilingual Teaching Experiences

Time	Emily's Age	Institutes	Students' Ages	Language Used
During College (2004-2005)	20-21	Tutor and a cram school in New Taipei City	elementary school students	English
Cram School A (2006-2011)	21-25	a Cram School in New Taipei City	elementary school student	English
Cram School B (2014)	28-29	a cram school in Taipei City	elementary school student	English
Cram School C (2015-2020)	29-34	a cram school in Taipei City	elementary and junior high school students Adults	English and Chinese

English Teaching Experiences during College

In the third year of college, Emily was introduced to tutor two fifth grade and

sixth grade students. The teaching objective was to improve the students' English

speaking and reading abilities. The courses were taught both in English and Chinese.

Emily also taught grade one to grade six students English speaking in an English cram

school. The main teaching objectives of the tutoring classes and at the cram school is

given by the students' parents and the owner of the cram school. The details of

teaching contents were designed and implemented by Emily herself. Emily planned a

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series of teaching contents and plans based on her learning experiences in Hong Kong and Canada. She integrated her own learning contents in Hong Kong and Canada into a variety of topics of English-speaking courses using English readers and magazines. The courses were taught in English and the students were required to talk and express in English in class. Besides, Emily also taught phonics to lower-level students so that these students could fluently read books. The experiences during these two years gained Emily interest and honed her basic ability in English teaching. Thus, at this time, she enjoyed studying hard in the college, and had a great sense of accomplishment in English teaching.

English Teaching Experiences at Cram School A

After college, Emily knew that if she wanted to improve English teaching and have the professional ability in English and bilingual teaching, she must teach in a large-scale English cram school that provided teacher training courses. Thus, Emily managed to get a teaching position at a large-scale English cram school in Taipei City. In the beginning stage at the English cram school, Emily participated in a six-month EMI teacher training for being professional EMI teachers. The EMI teacher training included how to teach vocabulary, grammar, speaking and writing in English with organized teaching steps. Emily gained many English teaching skills and improved a lot in English and EMI teaching from teaching training courses. Moreover, she passed all the tests, including the tests of English proficiency and EMI teaching demonstrations and received certificates for EMI teaching. Emily could teach students systematically after the EMI teacher training. The target learners of cram school A were grade one to grade six students. The teaching materials and textbooks were all published by Cram School A since the cram school has its own development and publisher which could publish their own teaching materials and textbooks. During these four years of Cram School A, Emily collaborated with international teachers.

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She also designed English courses and other various English activities and contests for summer and winter vacations.

> After I got the job at cram school A… it was the first time I had the whole teacher training program… I was glad that I had the training. It gave me lots of ideas about how to teach… I was very glad that I could teach students with my learning experiences and what I learned in teacher trainings... I remembered that… at that time… I was also looking forward to teaching the students and… let them feel as confident as I am in English learning... and I felt enthusiastic in teaching... and many students and parents gave positive feedback then, I felt a great sense of accomplishment in teaching... of course… there were also some difficulties and challenges… but I still had positive expectations for English teaching in the future... (In-depth interview, September, 2019)

English Teaching Experiences at Cram School B

Emily decided to experience life in Australia and to work as an executive in a company after worked at Cram School A. Two years later, Emily returned to Taiwan to work as an English teacher again. She was still full of enthusiasm and had a great sense of accomplishment in teaching English. The English courses of Cram school B are EMI courses as well. The students of this cram school impressed Emily the most because they were good at listening, speaking, reading and writing, especially in English speaking. These students could fluently communicate and talk with the teachers and classmates in English. Emily felt that the way students learn was very similar to the way she learned in the primary school in Hong Kong. Moreover, Emily has continued to participate in various EMI teacher-training courses and workshops in this cram school to improve her teaching ability.

English Teaching Experiences at Cram School C

Then, Emily hoped to challenge herself and started the English teaching of junior high-level and the teaching of English speaking for adults. At this time, Emily has been teaching in Cram School C for five years and this is where she works at now. The English courses of elementary-level are EMI courses. The English courses of junior high-level are taught in both English and Chinese. Moreover, Emily also teaches her junior-high level students speaking courses through teaching them various English readings and different topics in order to let the junior-high level students improve English speaking ability outside school. The English-speaking courses for adults are taught in both English and Chinese.

In this decade of teaching experiences, Emily has continued to participate in EMI and bilingual teacher trainings and workshops to enhance her EMI and bilingual teaching abilities. Emily has not only gained her professional abilities in English teaching but also received positive feedbacks from students. However, Emily has encountered some difficulties and challenges in teaching the students who studied and grew up in a Taiwanese learning environment. Emily has also faced some difficulties with the students' parents who want their children to get high scores in the test-oriented learning environment. These difficulties and challenges are presented in depth in the following paragraphs to reveal the difficulties and challenges that the EMI and bilingual teacher with bilingual learning backgrounds are facing.

Pedagogical Challenges under the Bilingual Expectations in the Society

In order to understand the pedagogical challenges and difficulties the bilingual teacher with bilingual learning backgrounds has encountered, the data from classroom observations and follow-up interviews with the participant are presented, are divided into the following three categories: (1) pedagogical challenges as Emily works with

her students (2) challenges and difficulties under the parents' bilingual expectations

(3) challenges and difficulties in the test-oriented educational environment.

Pedagogical Challenges as Emily works with the Students

This section is divided into two parts, elementary-level students and junior high-level students in order to concentrate on the challenges and difficulties encountered by the teacher.

Different Learning and Growth Environments of Elementary-level Students

In one of the classroom observations, the grade two and grade three students were asked to greet with teachers and students in English when they entered the classroom. Emily started the class with some topic-related questions and asked the students to answer. Some students who had been in English-only learning environments since kindergarten could answer naturally or do so with few mistakes. However, two students were clearly noticeable because they were always silent and did not answer at all. When Emily tried to encourage them to answer, they could only answer yes and no or one word in a less comprehensible way. In the interview after class, Emily explained this situation:

The two grade-three students haven't studied in an English-only learning

environments until they came to this class… so they often told me that they did

not understand what I said and…. they don't like to speak English and... they

were even afraid of speaking English. I have always encouraged them after class,

but…. they do not have English-speaking environments in their lives since

kindergarten. I have always spent extra time to teach them in Chinese after

class… I also have to slow down…and explain carefully in class because I have

to worry about…they do not understand what I say or what they learn. This

situation has lasted for a long time… and their parents could only ask me for

help. I really wanted to help them and I also spent a lot of time helping them…I

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feel very frustrated because they still don't like to speak in class. I don't know what else I can do to help them… I mean… I can't help them in their daily lives. It's very hard for them to learn in the all-English courses and it's also hard for me to help them to improve this situation… (Follow-up interview, September, 2019)

The quotation indicates that Emily's students are from different learning environments, and students who did not learn in the all-English learning environments during kindergarten are unable to adapt to this kind of learning. They tend to resist learning English or speaking English under the EMI teaching method. While preparing for the teaching courses, she must consider what kind of problems these students have and make some adjustments accordingly. Moreover, Emily often has to stop and spend a lot of time explaining in class because these students always look at her in total incomprehension. However, even though she thought she had done all that she could, the students still could not adapt to the teaching methods of EMI and could not make any progresses.

This is very different from the learning context of Emily's primary school in Hong Kong and Emily said,

When I was educated in Hong Kong, English and Cantonese were the languages both in school and in daily life, so…I was not afraid to speak English. English is like a language to me. But… it's totally different to the students… um…I really hope that the students will not be afraid to speak English, but they don't have any chances and environments to speak English in their lives…I don't know how to help them in their lives… I can only help them or encourage them after class... This is really different from what I imagined the teaching situation is... (Follow-up interview, September, 2019)

Even though Emily's students have the opportunities to speak English given by her in the classroom, those who did not have an English-only learning environment since kindergarten and who lacked the opportunities to speak English in their lives would not be able to speak the language at all.

Elementary School Students Prefer Traditional Teaching Methods

In the classroom observation, it could be seen that students who had the English-only learning environments since kindergarten could naturally talk to Emily and their classmates in English. However, once these students moved to a Chinese-speaking learning environment in elementary schools, they changed. The ways they learn English at the elementary schools focus on learning vocabulary and sentence patterns, with all the explanation in Chinese. The sentence patterns that they learn seldom used in daily lives, so they cannot integrate English into real lives. When students come to the all-English classes in the cram school, they always hope Emily can explain the sentence patterns they did not understand in Chinese. In the fifth-grade classroom observation, the students in advanced level studied in English-only learning environments during kindergarten. Thus, they were not afraid to speak English, but they seemed not able to think in English. The students hope that Emily could use the way they learn in elementary school to explain what they did not understand.

> One time…I taught them adjectives and adverbs through examples in their daily lives and taught them to think in English… I didn't want to teach them the sentence patterns or grammar with a traditionary way. So… I gave some examples... like… "My father is a careful person. He always drives carefully." Because I hope that they can integrate English into their lives…and let them try to use the words to express their thoughts. After they practiced several times… I taught the topics of the grammar in the textbooks. But the students raised their hands and asked me, "Why didn't you explain the grammar rules in Chinese

directly first? This way I would understand more quickly because the teachers at school have always taught grammar in this way". I was really shocked and then…I explained why I taught them like this way…but I don't think they could understand what I said… and I started to think… do I really need to explain grammar rules in Chinese at first…? But…this is completely opposite to my past learning experiences and my ideal teaching methods. (Follow-up interview, September, 2019)

The way Emily's students have been learning at school is learning grammar first and relying heavily on the translation of Chinese rather than thinking in English. This is contrary to Emily's own ideal teaching methods and it is also different from her bilingual learning experiences in the past and the teacher training she has learned. From this example, it is clear that the teaching methods of EMI and the students' learning way at school are often in conflict. Emily expects the students to learn English as she used to learn in the bilingual learning environments. She attempted to apply the teaching skills learned in the teacher-training courses to English teaching. However, the students felt it is difficult to comprehend as they have always relied on Chinese-English translation in advanced learning courses such as the English reading courses and the topic lessons. They are accustomed to the traditional learning which is often in conflict with Emily's conception of ideal teaching.

Every time… I want them to think in English or guide them to learn in English first, they will always ask me to tell them the Chinese-English translations immediately. But… I insist guiding them to think in English… but… you know… it's really hard... (Follow-up interview, September, 2019)

High Learning Pressure for Elementary-level Students

The elementary school students in Taiwan spend a long time at school, especially for grade three to grade six students. They attend classes from seven or seven thirty in the morning to four in the afternoon. After school, elementary school students have to go to the "anqin" classes where teachers help and monitor them in completing homework as well as make sure that they get high scores on school tests. The anqin classes are mostly attached to the English cram school. The elementary school students have to complete homework, lots of tests and extra exercises in order to get good grades on the tests of all kinds of subjects. On two days during the week, the elementary school students need to go to English classes after school for four hours. The students who have to attend anqin classes look very tired. Moreover, almost half of the students could not concentrate because the students have lots of homework, extra tests and exercises to do. This is also one of the challenges Emily faced during the English class. She must try very hard to keep the students focused on the English class, particularly as the exam approaches.

> Most of my students have participated in anqin classes… and I often see the
> grade five and grade six students always secretly do their school homework in
> the English class… especially… when the school exams are coming…they look
> very tired and… unable to concentrate… I must try very hard to ask them to pay
> attention. Every time… I ask them to concentrate or not to do school homework,
> they will say: "we are really tired ... we've been doing homework and quizzes
> when we come to anqin classes from school. Can you not give me homework?
> Can we not to write anything in English classes?" and… one of my students…
> every time he comes to the English class... he will fall asleep in the second
> hour... I tried to talk about this with him once and he said, "I have to keep writing
> and writing in the anqin classes before the English class... It's really tiring and I

just want to sleep after all these…" Um… you can see the students rush to the anqin classes to do the correction of their homework during ten minutes break time and… run back to my classes after the break... I am very confused... and… also feel tired of asking them to pay attention… (Follow-up interview, October, 2019)

This quotation reflects the fact that the students are unable to concentrate on English learning under the pressure of doing homework and the tests in anqin classes. The students are not able to concentrate on English courses due to high learning pressure. They must also frequently change the learning environment at any time between anqin classes and English classes where they need to learn everything in English. This has also become a pressure for Emily. She was unable to successfully carry out English courses especially when the school exams were approaching.

This was also very different from Emily's bilingual learning contexts in Hong Kong. She said,

This is also very different from my bilingual learning experiences in Hong Kong. I remembered that when I was in Hong Kong… I only took half-day courses at the primary school and…I remember that I could go to the school clubs that I wanted to join like…various sports clubs and after that… I could just go home go out for fun… or read many kinds of books I wanted to read as long as I finished homework by myself… Basically my school life was pretty fun and relaxing…so I could concentrate on learning at school. But my students who need to go to anqin classes always look really tired and cannot concentrate all the time…It makes me feel like…They have tuns of homework…which they can never finish… They struggle with this problem and it has been negatively affecting the English courses… I really hope… that… I can take them

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outside…to learn any English naturally… so this way… they can find that

learning English is not just based on the traditional grammar… (Follow-up

interview, October, 2019)

Junior High-level Students Take a Lot of Lessons at Different Cram Schools

In the class observation of grade eight to grade nine English courses, the students

were noticed that they hurried into the classroom with food on their hands. When they

sat down, some students would say, "I'm starving! I haven't had dinner yet!" This

situation occurs in every junior high-level English class, which are twice a week, from

seven to eight thirty in the evening. Since students left from junior high school or

another cram school at six thirty, without meal, Emily had to accept the students

having dinner at the beginning of the class. She had to keep reminding the students to

finish dinner as soon as possible and to participate in class soon.

I can understand that they have to rush to the cram school from their schools or

other cram schools, so I have to allow them to have their dinner. But…

actually… I really hope that the students can concentrate on class because… the

load of junior high-level English courses is heavy. In addition to the contents for

school exams, there are also English-only courses to be filled within one and a

half hours. I am under the pressure for teaching progress... but…because students

needed to have dinner in class... The courses are sometimes interrupted... The

students often eat instant noodles, fried chicken… and drink pearl milk tea…

The classroom is full of the smell and also the sound of eating… They come to

the class… eating and ask me if they can wash their hands, throw away the trash

and after eating… they want to go to the toilet or feel tired after having dinner,

Sometimes…. it feels like the classes have been interrupted all the time… but I

have to accept this and… I need to worry about whether the course can be

completed on schedule... (Follow-up interview, October, 2019)

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The classroom observation and the excerpt reflect that Emily's wish that students can learn everything in time including the content to help them get high scores on English exams at school and all-English courses. However, the students usually waste some time to have dinner under the time pressure. In this situation, the students appear tired, especially when the school exams are approaching and this also makes Emily feel stressful.

Junior High-level Students Resist Speaking English

In one of the classroom observations, most students are afraid to speak English and behave awkwardly in the speaking course. Emily needs to guide them to answer with many questions. Emily explained,

I hope I can also help them to continue practicing speaking English… not just help them to get high scores on school tests. But… I think I speak more than my students because they don't even want to open their mouths to talk in English... Sometimes… it is like I am talking to myself… um… I will even answer the questions I ask them… It is very strange that… these children used to speak more confidently in the all-English courses when they were in the elementary school-level. Another problem is that… when I ask them questions related to the books… they don't even want to talk because…. These students mostly have common teenager problems… They are only interested in something that they think is cool… like… mobile games or the youtubers they follow…Even they can understand what I am talking about in class, it is just really hard for them to speak English to express their thoughts. I have to work really hard to guide them to speak in class every time, but it is still the same… actually… I feel really upset about this… (Follow-up interview, November, 2019)

Emily has been trying to integrate her past English learning experiences and what she has learned in teacher training into her courses. However, she must

constantly lead the students to practice grammar, English-Chinese translation, and various questions in order to help the students to get good scores on English exams of school. The time of English-speaking courses is quite limited even though Emily hopes that she can have more time to teach the students on speaking. The students are unable to speak fluently or resist speaking English. She can see the students' efforts in preparing for the exams, but they are unable to break through the difficulties in speaking English because they do not have opportunities to speak English at school and in their lives. Emily feels ambivalent about whether she should continue to insist on teaching speaking according to her past bilingual learning experiences and the teaching methods learned by teacher trainings, or violate her teaching philosophy in order to cater to the students' learning habits under this traditional learning contexts.

A Lack of English Reading Habits for Junior High-level Students

Most of Emily 's junior high-level students have not had the habit of reading in English in their daily lives or at school. Even when she tries to add different articles to the learning courses, her students still do not have English reading habits. When Emily wants to talk or discuss about the content of the articles in class, her students have the big obstacle in reading comprehension and they rely on Emily to give them Chinese translations of all the unknown words.

> Every time I teach my students to read different articles, my students always ask me to explain the article word by word or sentence by sentence with English-Chinese translation. If I don't teach them this way, they will complain or give up reading. But… I insist not to tell them English-Chinese translation directly. One of the students have always interrupted me in class; he often asked me to tell him the English-Chinese translation of the words he doesn't know. But sometimes I know the meaning of the words in English… but I just don't know how to explain in Chinese…If I don't tell him Chinese translation, he will give a face

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with questions. I feel frustrated... I teach them to guess the unknown words from

the sentences or the contexts but their response is like… they still do not

understand and do not want to learn in this way... and the students always

interrupt me and keep asking me the Chinese definition…and sometimes I feel a

little tired of this… (Follow-up interview, November, 2019)

Obviously, there is an obstacle between EMI teaching and her students' learning

styles. The students learning style doesn't match Emily's ideal teaching methods and

her learning experiences in the past. Emily used to read a lot of articles, readers and

books in the bilingual learning backgrounds. Her primary school teachers in Hong

Kong required her to read a lot of articles and readers and she had to share her

thoughts in class. Emily's parents also encouraged and accomplished her to read lots

of books outside class. When Emily studied in senior high school in Canada, she read

lots of articles about different kinds of subjects. She also continued the habits of

reading various books outside class, so she wouldn't look up new words when she

read. However, Emily's students are accustomed to the English-Chinese translation

learning method and lack of reading habits. This is contrary to her ideal teaching

methods and her thoughts about how to learn English.

Pedagogical Challenges under the Parents' Bilingual Expectations

In addition to the difficulties in teaching her students in class, the parents of

Emily's students also make things difficult with their high expectations for their

children 's bilingual performances. Their assumptions, based on Emily's report are

three:

Students' English Abilities are Teachers' Responsibilities

The elementary-level students and junior-high level students mostly attend

English courses twice a week. The English courses are 90 to120 minutes. In other

words, the students are in an all-English environment with a maximum of four hours

per week, and the rest of the time is Chinese-speaking environment. Comparing with Emily's bilingual learning experiences in Hong Kong and Canada, she was immersed in English-speaking contexts at school or in life whole day every day. Most of the parents of Emily's students believe that their children will have good English abilities because their children study at the cram schools with an English-only learning environment. The parents often complain or question about their children's English performances when they found it is not as good as they expected, particularly with the large amount money they spend on the cram schools. Emily gave an example about what a parent recently said to her,

A father of a second-grade student, who went to the cram school in person and said, "I asked my daughter to translate some Chinese sentences into English. Why couldn't she do it? I don't think she can speak English well." and another parent said "I asked my kid to talk to an American when we traveled in the U.S.A., but she couldn't say any words… I think her English is poor." Actually… these parents talked about this kind of problem more than once… and I constantly explained "I won't ask my students to translate Chinese into English or either way in class… especially…they have only learned English for a few years…and… learning English is like a long journey…" But the parents still think that their children's English abilities are not good enough... and they spend quite much money sending their children to the cram school… Actually… there are several parents with such thoughts and they always say "Why my children can't speak English very well or keep making mistakes on school English exams? They are supposed to have good English abilities or get good scores…" Every time I face this kind of questions from the parents… I feel kind of stressed… Their children have only learned English for a few years…and this should not be entirely the responsibilities of the English teachers…I mean… The

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parents don't even talk to their children in English or maybe… spend time

learning English with their kids in their lives… How could the students' English

abilities can be excellent like what they say… [without the parents' involvement]

(Follow-up interview, November, 2019)

Emily often encounters such parents' questions. They think their children should

learn English well in the cram schools, but they have never accompanied their

children to learn English or encouraged their children to speak English in lives. This

brings up the memories of how Emily's father had always accompanied her to learn

English and created a bilingual environment for her. During the primary school, her

father also encouraged her to speak English in her daily life. Emily's mother also

believed that Chinese is very important, so Emily was asked to learn how to write

Chinese after school and speak Chinese at home while she was studying at the junior

high school in Taiwan. Emily thinks that her parents influenced her a lot in language

learning. However, the parents of Emily's students think that their children's English

ability is the responsibility of the English teachers at the cram school. Emily said,

A grade six student's father came to me in person and said, "I think my daughter

hasn't made any progresses in English learning since grade five… even she can

get good grades on school English tests but… I think she is not active enough in

English learning…My daughter seems to be familiar with the environment of the

cram school here so… there is not much challenge to her… I think you can give

her more readers or maybe…more readings to read…" I was really really

shocked because…I remember when I studied in primary school in Hong

Kong… this is what my parents would do… They encouraged me to read many

kinds of readings… or even accompany me to learn English… watched English

TV channels or listened to the English radio… but… that student's father think I

should do this for her daughter? Even so… I still give her daughter extra

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readings that are suitable for her or even spend extra time… like… teach her to read these readings after class… but… her father still seems not satisfied with his daughter… and…shouldn't this be done by parents? And…her father gave me an attitude like… I should do all this stuff for his daughter…Of course… I am willing to help any students of mine in English learning… but… it shouldn't be like this… (Follow-up interview, November, 2019)

The quotations show that most parents think that English learning is the responsibility of cram school teachers and all they have to do is to send their children to English-only courses. Then, they have high expectations since they spend a lot of money on the tuition. However, in Emily's learning experiences, her parents were completely different from the parents of these students. Her parents accompanied Emily to learn English and Chinese, and created an English and Chinese-speaking environment at home and in life. Thus, Emily feels frustrated when facing the such parents of her students. Emily believes that parents and teachers both play very important roles in students' English learning.

High Scores are Everything

Parents in the test-oriented learning environment in Taiwan always think that scores are the most important indicator of students' English abilities. Most of the parents of Emily's students have high expectations for their children's English performance. The parents usually require their children to get good scores on every single test. Emily provides an example:

Many parents asked me to review school English for their children because the school exams were coming. A parent of a third-grade student asked, "Why did her child get a poor score on English mid-term this time? Her kid only got ninety-one points." I was really shocked. Ninety-one points? Is this a bad grade? In fact, this happens all the time…. Most parents think their children should get

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one hundred points on every English exam. I often hear the parents criticize their children at the cram school, and they always say "Why did you lose one or two points? Were you careless again?" Sometimes… if the score is between eighty to eighty-nine… they will come straight to me and complain about their kids not getting high scores and… they will ask me if their children have any problems with English learning…and most of the parents think that the scores of English tests are related to English abilities. I feel upset about this… It is like… scores represent everything… but… It doesn't make any sense to me because… Those kids who don't get one hundred… doesn't mean they can't speak English… (Follow-up interview, November, 2019)

Parents indeed think the scores represent everything. They require their children to get high scores or even one hundred on every test. They question about whether the all-English courses are effective in their children's English learning based on less-than-perfect scores. Moreover, the owner of the cram schools also cares about the children's scores on their school tests because this also affects the numbers of the students enrolled at the cram schools. However, Emily believes that English is a language in life, not just about memorizing words, grammar or getting high scores on every test. This common perception of the parents is, again, in conflict with Emily's English teaching.

I remember… the teachers in Hong Kong would not score us only from the tests… They cared more… about something like… if we always answered the questions or discussed in class… or… the presentations we did… as long as we felt free to express ourselves at any time… (Follow-up interview, October, 2019)

Therefore, Emily believes that learning English should be a language for expressing rather than just for getting high scores. Emily's learning experiences

deeply influenced her and she believes that English should be a language, but it was not the same in her teaching context.

> As for my parents… especially my dad… he always gave me any resources… to let me learn English naturally… my parents never asked how I did on any tests… They only cared if I had learned anything and… tried my best as well… (Follow-up interview, October, 2019)

However, the thoughts of these parents are contrary to Emily's ideas about learning English. There is a conflict between what she thinks is the ideal teaching method and the real teaching situation.

> Sometimes I feel a little bit upset because I have those students who actually can… communicate with me in English but they just can't get such good grades as their parents wish… I usually explain the real situation about what happened in the classroom… as I said above… but most of the parents will doubt it because… they think getting high scores means their kids learn well… (Follow-up interview, October, 2019)

The parents' high expectations of school exam performance have put Emily under pressure in teaching, and the parents believe that scores represent their children's English ability, and all of this must be the responsibility of the cram school English teachers. This is contrary to the ideal English teaching Emily imagined.

Misunderstandings toward Bilingual Learning

The parents of Emily's students also learned English in traditional test-oriented learning environments when they were children. These parents think that their children have to study English at home the same way as they did before.

> A first-grade student's father told me, "I asked my daughter to write the words from the junior high-level textbooks for many times and memorize them during weekends and then I will ask her to spell the words." And the father questioned

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that why I do not give my students a lot of homework or quizzes…I only give my students mid-term and final exam…there are some parents doubt about this…they want me to give their children more quizzes or tests… and then… they will know if their kids learn well… That father also asked me to give his daughter this kind of homework… but I really don't want to do so… writing the words again and again… that his kid even doesn't know the definition of Chinese? I don't think this can help her in English learning… I can only politely tell her father that… there are actually many ways for children to learn English…like…more effectively and happily…and I can't change my teaching methods depends on different parents' requirements… and every time they come to me for what they want me to do…this really bothers me… (Follow-up interview, December, 2019)

The quotation shows that the parents have misunderstandings in English learning, which has caused Emily more difficulties in teaching. The parents have different criteria in evaluating their children's English abilities. In fact, the way the parents asked their children to do was what they used to learn English. They demanded that their children to learn in the same way but with a much higher standard.

In Emily's teaching experiences, many parents misunderstood English-only courses so that they asked their children to learn English in a traditional way, and they also expected Emily to give the students the same requirements. However, Emily's explanation could not change the expectations of parents and this situation has continued. Parents' requirements for scores come from the reason that the entire learning context is exam-oriented. The teaching challenges from exam-oriented teaching context are presented in the following section.

Pedagogical Challenges in the Exam-oriented Teaching Contexts

Teaching Materials

Emily has been teaching EMI and bilingual courses in different cram schools. In Emily's teaching experiences, Cram School B impressed her most because its teaching materials and teaching methods were very similar to her primary school in Hong Kong. Perhaps because of this, most of the students at Cram School B had good English abilities of listening, speaking, reading and writing. Furthermore, the students could really express themselves in English. Although the English courses of Cram School A and Cram school C are also EMI courses, the textbooks are more like the traditional English textbooks that they are arranged to learn the vocabulary and grammatical patterns with Chinese translation word by word and sentence by sentence. However, when Emily wants to teach students in her ideal teaching method, she must spend a lot of time adjusting the teaching content. Moreover, the teaching materials at elementary schools and junior high schools are also designed this way, so the students will be accustomed to learning English in traditional methods. When students come to the all-English classes, they will not be able to adapt to the learning environment immediately. Therefore, Emily must prepare additional relevant teaching materials before classes to enable students to learn effectively under her EMI teaching. In addition, Emily has tried very hard to integrate the teaching methods she learned from teacher training into teaching to the textbooks at Cram School C.

> I usually spend extra time to adjust the teaching contents and integrate the past learning experiences and the teaching skills I have learned from the teacher training courses into the teaching materials at Cram School C. However, my students are so accustomed to the traditional teaching

methods… Sometimes… they understand the sentence patterns from the textbooks and they also can finish their homework or tests but… I find out that most of them can't really put the sentence patterns into their real lives… um… The way I learned was really different… Every time I prepare for my lesson… I will try to make it more useful… but… Not all the students can really use it when there's no one to guide them… because they are not familiar with natural English environments… It feels like the students only learn word by word and sentence by sentence in English learning and…the teaching methods I learned are completely different from the way the textbooks are organized. (Follow-up interview, January, 2020)

The contents of the textbooks contain traditional grammatical patterns mostly. Emily has tried very hard to change the content into what she wants to teach or adjust these contents to be more suitable for English-only courses. Furthermore, the exam-oriented teaching context is also one of Emily's teaching challenges. This is presented in the following section.

Exam-oriented Teaching Contexts

The students in Taiwan think that getting good grades on school tests is much more important than speaking English well due to the requirement by their parents and the educational system in Taiwan. The junior high-level students feel that they will not speak English in their lives. They only hope that the teachers at the cram schools just need to teach them how to get high scores on the school English tests and get different English certifications.

One time I prepared a lot of courses to teach them on English speaking and reading related to the topic of "Youtuber". Because…they have been interested in this…I thought they would be very excited about this… but a student raised his hand and asked me if I could skip the English speaking and reading lessons.

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He said… "because the school English test is coming. Can you review the grammar for us?" I didn't skip the lessons and I told them that they could ask some questions after class…and the student who asked me to skip the lesson didn't look very interested…I was really stressful at that time… (Follow-up interview, January, 2020)

For the ninth-grade students, they must get high scores on Comprehensive Assessment for Junior High School Students for entering a good senior high school. In such a test-oriented learning environment, Emily must go against her ideal English teaching ways.

I have another class… I usually give them lessons based on magazines… because I want to help them learn English naturally… and… I always make extra worksheets by myself… but one of the students always asks me to skip the magazine class before exams… and wants me to review for the exams… what I am really shocked is that their school will give them almost eight pages of translations and tell them that they have to memorize the answers… so then… they can do better… I have to guide them to finish all the translations based on their textbooks… If I don't follow the textbooks and try to translate the questions into different answers, my students will stop me and say I have to translate the sentences into the exact answers from the textbooks… Otherwise they may lose points… For example if they learn a word like "police officer" then they can't fill in the answer with "policeman" or not even "cop"… Something like this really doesn't make any sense to me because they all mean the same… So sometimes the students will stop me because I give them different answers from the textbooks… (Follow-up interview, January, 2020)

The quotation shows that the lessons Emily wants to teach would be skipped all the time because the school exams are approaching. Such sacrifices

and adjustments in teaching are because getting high scores is the most important goal of her students. There is a gap between Emily's ideal teaching context and the real teaching situation. However, in addition to facing these pedagogical challenges, there are still some positive feedbacks in Emily's teaching experiences. This is presented in the following section.

Positive Feedback from Teaching Practice

There were some positive feedbacks from Emily's teaching experiences. Some of her students have improved their oral and reading skills even when she thought she has encountered various teaching challenges. This made her firmly believes that she is moving to the right direction in her teaching career.

> The students… I mean the students [who] have been learning English with me since they were in grade one… start to express in English and chat with me or the other international teachers in English… and gradually I find that they can speak English naturally and are not afraid to speak... But... this is not seen in the children who started all-English courses after third grade… (Follow-up interview, January, 2020)

Moreover, the similar positive feedbacks from the junior high-level students have also made Emily feel fulfilled in teaching.

> In junior high-level courses, I still insist to teach them not to rely on English-Chinese translations... I can see that some of the grade nine students… they have improved a lot in reading… like… they could read faster and answered the comprehension questions in time and ask me Chinese meaning less often…this makes me have the sense of accomplishment in English teaching… (Follow-up interview, January, 2020)

Therefore, even under the pressure of exams, Emily still believes that the oral courses she insists on must be continuously taught to students, and some students

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have improved in English speaking and felt more confident to speak English.

I still continue to teach oral courses… although they were often skipped due to

test pressure… some eighth and ninth graders are willing to speak English and

feel more confident every time I praise them. I think it makes me feel that it is

right to stick to my teaching methods, and it really helps them in English.

(Follow-up interview, January, 2020)

In summary, Emily has a Chinese-English bilingual background since she was educated in the diverse education contexts in Taiwan, Hong Kong and Canada. Because of her outstanding English performance, she was introduced to teach English and this has opened a door for Emily's English teaching. From the beginning, Emily came to Taiwanese EFL teaching contexts with the ideals and expectations in English teaching. Now Emily has been teaching English-only courses for eleven years. However, the way Emily thinks how to learn English in Hong Kong and Canada is often in conflict with the concept of teaching in test-oriented teaching context in Taiwan. There are differences in many aspects between the Taiwanese EFL teaching context's bilingual learning environment and the ESL learning contexts that enabled Emily to develop bilingual ability. In Emily's bilingual learning experiences, the English and Chinese-speaking learning environments, the parents' participation, and the teachers' teaching methods shaped Emily's English and Chinese bilingual ability. On the contrary, the exam-oriented teaching contexts that Emily taught at often do not provide the students with the opportunities to speak English in school and life.

Moreover, the differences between Emily's learning experiences and teaching context can be discussed in three aspects. First, Emily believes that English is a language of life and school. As she was immersed in the English-speaking learning contexts during the primary and the senior high school in

Hong Kong and Canada, she expects to lead students to integrate English into life. For example, she wishes to have her students to express their lives in English, not just treating English as a subject or only focusing on learning vocabulary and grammar. What is more, Emily holds the belief that her students should not have high learning pressure from getting high scores or studying at school for long hours every day. The teaching belief is again related to her learning experiences in Hong Kong and Canada. When Emily was in primary school, she only needed to participate in half-day school courses, and the rest of the time could be used to participate in many school club activities or to develop various interests. This is similar to her senior high school learning experiences in Canada. She participated in many school clubs, performances and community activities instead of just studying all the time. The balance of studying and participating the club activities helped Emily in her learning. Therefore, Emily believes that in addition to teaching students English in class, she also has to teach students different aspects of learning through English, such as taking students outdoors and teach them English through exercises and classroom activities.

Second, Emily has the teaching belief that "English is to communicate, express and think, not just to learn vocabulary and grammar or to pass the exams." since her teachers used to guide her to discuss most of the time in class. This allowed her to express and think as well as communicate with others in English. Thus, Emily believes that she should also teach her students to discuss and express in this way. For example, she helps students express their thoughts in English through various activities on different themes. Besides, for higher-level classes, she teaches students to discuss through group discussions since she thinks she has learned a lot through the debates in class when she was in senior high school in Canada. Furthermore, Emily maintains the belief that "Reading is crucial for learning English." through the education she received in the primary school in Hong Kong. Emily's teachers taught

her to express and discuss with her classmates and teachers through many different story-based activities and to tell stories on stage. During senior high school, she also read many textbooks written in English on different subjects and still had the habit of reading after class. Therefore, Emily teaches students to read stories, articles and readers on different topics in class. She teaches students to guess un-known words from the contexts instead of looking up Chinese meanings in the dictionary. She hopes to help students develop the habit of English reading and help them in English learning. That is to say, her teaching beliefs derived from the learning beliefs in the English-speaking learning contexts.

Third, Emily claims that "parents are also important roles for children's language learning." The belief derived from her parents' participation during her learning history. Her father's participation and accompany in her English learning and her mother's awareness and helps in her Chinese learning. Thus, she has the teaching belief that her students' parents and herself are both important for the students' English learning. Therefore, the conflict between Emily's learning beliefs and teaching beliefs have caused great pedagogical challenges in teaching. These pedagogical challenges are divided into three issues: students, parents and EFL teaching contexts. These three issues are discussed in the following chapter.

CHAPTER FIVE

Discussion

The chapter presents an in-depth discussion in addressing three research questions. First, the journey and the contextual differences between the contexts of Emily's bilingual learning background and her teaching contexts in Taiwan. Second, Emily's learning beliefs as a bilingual learner and her pedagogical beliefs. Third, the pedagogical challenges under the bilingual expectations in the society faced by Emily are discussed.

Research Question One

Question 1: What is the journey like from being a student in multiple contexts to working as an English teacher in her current teaching context?

The journey from Emily's bilingual learning experiences to teaching experiences in Taiwan has been presented in the previous chapter. The contextual differences between Emily's bilingual learning backgrounds in Taiwan, Hong Kong and Canada and the teaching context in Taiwan have been noted. Emily was educated in ESL learning contexts, while she has taught English in the Taiwanese EFL context. The contextual differences are presented in Table 5.1. with discussions in the following paragraphs.

Table 5.1 Contextual differences between Emily's ESL bilingual learning background in Hong Kong and Canada and the EFL learning and teaching context in Taiwan

	The Bilingual Learning Contexts in Hong Kong and Canada	The Teaching Context in Taiwan
(1) Environments	● Immersion in the English-speaking context	● Exam-oriented teaching context
(2) Teaching methods	● Learn various subject in English discuss and express in English	● Traditional teaching methods
(3) Parents	● Parents' participation and home literacy environment	● Without parents' participation and home literacy environment

The relation between beliefs as a bilingual learner and beliefs as an English teacher are to be discussed in the next section.

Research Question Two

Question 2: How have the participant's learning experiences informed her teaching?

Emily's teaching beliefs seem to be related to her learning beliefs as a bilingual learner. The connections between teaching and learning beliefs can be discussed as the following three issues: bilingual-speaking contexts, the teachers' teaching methods and the parents. Table 5.2 presents that Emily's teaching beliefs derived from her learning beliefs.

Table 5.2 Emily's learning beliefs and teaching beliefs

Beliefs as a bilingual learner	Beliefs as an English teacher
● Immersed in bilingual-speaking environments is crucial	● English is a language of life and school
● Half day class and joined school activities and clubs	● Students should not have high pressure from getting high scores or going to school from morning till late night
● Thought about issues in English	● Guide students to think in English not just translate
● English is considered a language not just a subject	● Getting high scores does not represent good English ability
● Focused on thinking and discussion	● Guide students to discuss a topic in English
● Expressed ideas and learned various subjects in English	● Guide students to learn and discuss various topics in English not just teach them vocabulary and grammar
● Story-based activities and tons of reading	● Help students to engage in reading articles and guessed un-known words from contexts
● Developed reading habits	● Help students to improve on reading abilities.
● Parents' roles were important	● Teachers and parents both play important roles

Emily's teacher's beliefs were a lot to do with her beliefs as a bilingual learner. This is consistent with Borg (2006), teacher's personal learning experiences and histories inform language teachers' cognitions about teaching and learning. The cognitions keep exerting influence on the teaching career and define teachers' conception of education. The relation between Emily's teaching beliefs and learning beliefs are discussed in detail in the following section of implication of the study.

Research Question Three

Question 3: What pedagogical challenges has she experienced as she works with her students under the bilingual expectation in the society?

Students' learning difficulties

Emily's students lack English-speaking environments and opportunities to speak English. Some of Emily's elementary-level students are unable to express in English and they are not used to the English-only courses or refuse to speak English even though Emily has tried many ways to encourage the students. It is worth noting that the students who have been studying with Emily since the first grade have become accustomed to Emily's teaching methods and can speak English naturally and confidently. However, most of these students refuse to speak English once they start to study at junior high schools and stop attending the all-English courses. The students' behaviors are in contract to Emily's teaching beliefs that "English is a language in life and school" and her wishes to "guide students to discuss issues in English."

Moreover, Emily's students are accustomed to such traditional learning methods are relying on Chinese explanations in reading and learning grammar. Emily has tried to teach students to think, express and discuss in English, but the students cannot get used to it and hope that Emily can teach them English-Chinese translation in reading and grammar lessons. Therefore, there is a huge gap between students' performance and Emily's teaching beliefs that a teacher needs to "guide students to think in English not just translation" and "help students to read more articles and guess the un-known words from the contexts". In addition, both the elementary school and junior high school students have high pressure from academic performance that they have to take many cram school courses so that students come to Emily's class with psychological and physical exhaustion and unable to concentrate. This situation revealed in the

interviews and classroom observations were again inconsistent with Emily's teaching beliefs "Students should not have high learning pressure."

Parents' Bilingual Expectations

The parents of Emily's students have very high expectations for their children's grades. Most parents even require elementary school students to get full marks in every English exam. Once their children cannot meet such an expectation, these parents will come to Emily and they sometimes question the effectiveness of the all-English courses because they believe that their children's English scores at school represent their English abilities. Moreover, they think that since they have spent a lot of money sending their children to cram schools to study English-only courses, their children must have full marks on the school English exams. Thus, most of the parents think that cram school English teachers should take the responsibility for their children's English abilities. The gap between Emily's teaching beliefs that "Teachers and parents both play important roles" is seldom realigned.

Furthermore, some parents asked their children to engage the same old learning exercises as they did when they were students, such as writing vocabulary repeatedly in order to subscribe it to memory. They have such an expectation because most of them learned English under traditional teaching methods. The parents have misunderstandings about bilingual learning and used the magnifying glass of traditional learning to examine the children's learning in all-English courses. Therefore, when such a misunderstanding of bilingual learning occurred, they would question whether bilingual learning is really helpful.

Exam-Oriented Teaching Contexts

Both the elementary school and junior high school students have high pressure from examinations because the current learning context in Taiwan is still exam-oriented. Under the examination pressure, the students expect Emily to teach them

with the traditional method to cater to the exam questions especially when the school exams are approaching. There is a big gap between the teaching context and Emily's teaching beliefs that "students should not have high pressure from getting high scores and "English is a language not just a subject". However, traditional textbooks prevent Emily's students from using English to think and Emily must spend a lot of time in converting these contents of the traditional textbooks into what she wants to teach students. The examination pressure and the challenges of traditional textbooks also put Emily on time constraints in teaching. Table 5.2 presents the pedagogical challenges Emily experiences as she works with her students under the bilingual expectation in the society.

Table 5.3.1 The Pedagogical Challenges Emily faced under the Bilingual Expectation in the Society

Students' Learning Difficulties	Parents' Bilingual Expectation	Exam-oriented Teaching Contexts
● Lack of English-speaking environments	● High scores represent children's English abilities	● examination pressure
● Traditional English learning habits	● Cram school English teachers should take full responsibilities for their children's English abilities	● traditional textbooks
● High learning pressure	● Misunderstandings of bilingual learning	● Time limitation

Implication of the Study

From the above discussion, it can be found that Emily's pedagogical challenges were arisen from the inconsistency between teaching beliefs and the contextual factors in the EFL Taiwanese teaching contexts. These are presented in Table 5.3.2 with discussions in the following paragraphs.

Table 5.3.2 Pedagogical challenges arose from the opposite of teaching beliefs and the contextual factors in the EFL Taiwanese teaching contexts

Emily's Learning Beliefs	Emily's Teaching Beliefs	Pedagogical Challenges in the EFL Teaching Context
• English and Chinese-speaking environment is important	• English is a language of life and school	• Not an English-speaking environment
• Think in English	• Guide students to think in English not just translation	• Habitually rely on English-Chinese translation
• Half day class Join school activities and clubs	• Students should not have tons of homework	• High learning pressure and time limitation
• Developed reading habits with tons of reading	• Guide students to read more and guess the un-known words from the contexts	• Lack of reading habits
• Immersed in various teaching methods	• Against traditional teaching methods	• Students are more accustomed to traditional teaching
• English is a language not a subject	• Getting high scores cannot fully represent good English speaking and listening ability	• Getting high scores means good English abilities

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● Focus on thinking, expression and discussion	● Guide students to discuss a topic in English	● Students are not used to discussing and expressing in English
● Express and learn various subjects in English	● Teach students to learn different knowledge through English	● Traditional teaching materials are not suitable for all-English courses
● The importance of parental involvement	● Teachers and parents are both important	● Children's English abilities are cram school English teachers' responsibilities

It has been proposed in section 5.2 that Emily's pedagogical beliefs are derived from her schooling beliefs in the bilingual learning background, which is consistent with Borg (2006) and his famous diagram of elements and process in language teacher cognition. Indeed, the interaction between pedagogical challenges and Emily's teaching beliefs can be explained in this diagram (see Figure 2). Borg (2006) explained the interrelation among language teacher cognition, teachers' history as learners and contextual factors including classroom practice forms part of teacher cognition. According to Borg (2006), "teacher cognitions and practices are mutually informing; with contextual factors playing an important role in mediating the extent to which teachers are able to implement instruction congruent with their cognitions" (p.284). The pedagogical challenges in the context brings influences to teaching practices, and the teacher needs to make some adjustments because of pedagogical challenges. In Emily's case, she needs to sacrifice the courses that she intended to teach students to accommodate the exam-oriented context or to teach students after class in order to meet the parents' bilingual expectations. This is in line with Borg's (2006) conception that contextual factors play an important role in medicating the extent to which teachers are able to implement instruction congruent with their cognitions.
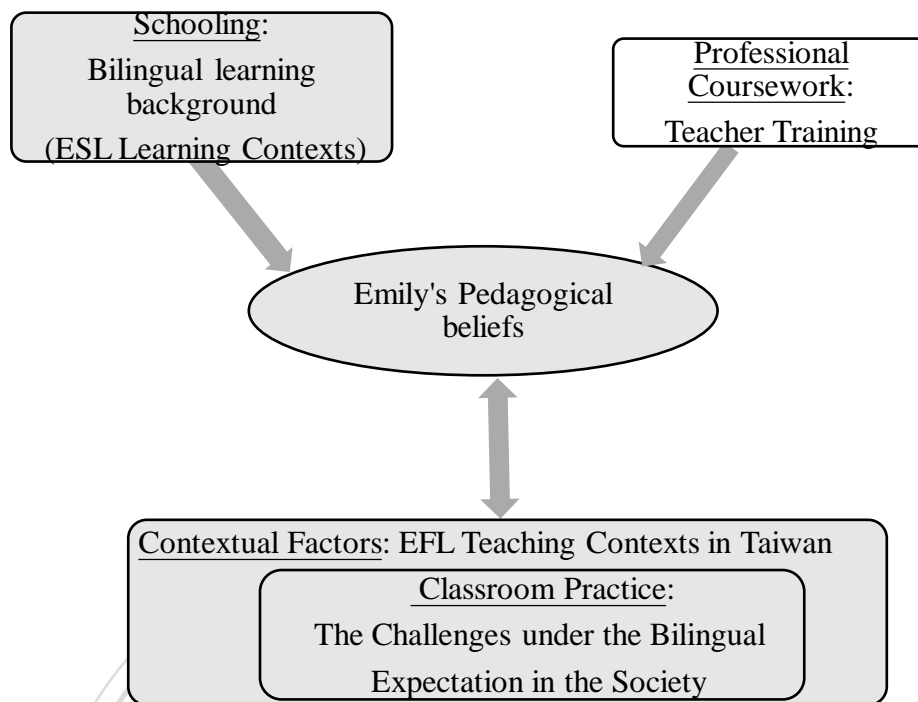
Figure 2. Formation of Emily's Pedagogical beliefs in light of Borg's diagram

Emily, from the ESL learning environment with a bilingual learning background and bilingual ability has actually tried very hard to fit in the multiple expectations of Taiwanese EFL teaching context. One of Emily's pedagogical challenges is that the EFL students are afraid of speaking English in English-only courses. This confirms with Chen and Goh (2011) that the EFL students lacked of an authentic language environment and had the anxiety in speaking. In Chen & Goh's (2011) study, the considered teaching in oral English classes a challenge and that the EFL students feared of speaking English or could not express themselves due to lack of an authentic English-speaking environment. The lack of useful communication among students in their daily lives has also been documented as one of the challenges encountered by EMI teachers in the EFL teaching contexts (Hsieh, Ionescu and Ho, 2018).

On the other hand, Emily taught her students to express and discuss in English to improve their abilities to think in English in reading, which was how she learned to use English when she was educated in Hong Kong and Canada. However, her students

are not accustomed to her teaching method. This confirms with Wang and Kokotsaki (2018) that EFL students lacked of thinking, and their imagination has become an obstacle to the creative teaching of English teachers in EFL classes. Moreover, Emily teaches her students not to rely on Chinese-English translation of words and sentences in reading courses, but guide them to guess un-known words from the reading contexts. However, her students cannot get used to her teaching method and hopes that Emily can directly give them the answers in English-Chinese translations. This confirms Rao (2010) in that EFL students in examination-oriented learning contexts are not accustomed to the global teaching style of NESTs in reading classes because NESTs would require them to use guessing and inferencing strategies to find main ideas instead of focusing on linguistic skills. The teaching style of NESTs are actually in conflict with the EFL students' closure-oriented learning style, closure-oriented students are serious and they expect to be given written information rather than receiving new perceptions as they expect NESTs to give them correct answers directly (Oxford et, al., 1992).

Furthermore, another big challenge that Emily has encountered in EFL teaching contexts is the "inappropriateness" of teaching materials, which causes Emily to spend a lot of extra time on lesson preparation. The limited teaching resources were one of the obstacles for English teachers to teach oral English in the EFL context (Chen and Goh's, 2011). In Chen and Goh's study, the teachers were not satisfied with textbooks because the textbooks did not meet their learning needs and they thought the textbooks were outdated and useless for English oral class. On the other hand, the exam-oriented teaching contexts prevent Emily from teaching speaking and reading courses because she had to consider the pressure of exams and the needs of students. This is in line with Wang & Kokotsaki (2018) that the limited time in the EFL class, the heavy syllabus and curriculum content requirements, and the

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examination pressure have sacrificed the space for English teachers to teach creative teaching.

Furthermore, one of the pedagogical challenges Emily has faced is the parents' expectations and misunderstandings of bilingual education. Most parents of Emily students believe that English proficiency is entirely the responsibility of the cram school English teachers and their own responsibility is to send their children to the cram school to learn English. However, these parents have never participated in or accompanied their children in English learning in the homie environments and lives. They have not even spoken English to their children but expect their children to have good English abilities. This supports the finding of Asgari & Mustapha (2011) that children's negative language performance was relate to the unaware parents. However, the studies proposed that the support and involvement of parents and home environments played important roles in children's language learning (Gao, 2006; Li, 2007; Sun et al, 2020). In this sense, parents' involvement was positively related to children's language learning motivation and enhance them to have good performance in language learning at school (Bulter, 2012).

In other words, even if the EMI teachers and international teachers are ready to engage in a bilingual environment, they may encounter the challenges in the EFL teaching contexts. In the modification of Borg's model in Figure 3, the learning beliefs formed from the ESL learning environment shaped her pedagogical beliefs. However, the pedagogical beliefs are against the pedagogical challenges she faced in Taiwanese EFL teaching contexts. Comparing with the pedagogical challenges extended from contextual factors in the EFL contexts and Emily's learning beliefs in the ESL learning contexts, a big gap was generated. This may be the gap between the ESL bilingual learning contexts and the reality in the EFL teaching contexts.

Therefore, Emily's case provides a pointy reference for implementing bilingual education in Taiwan.
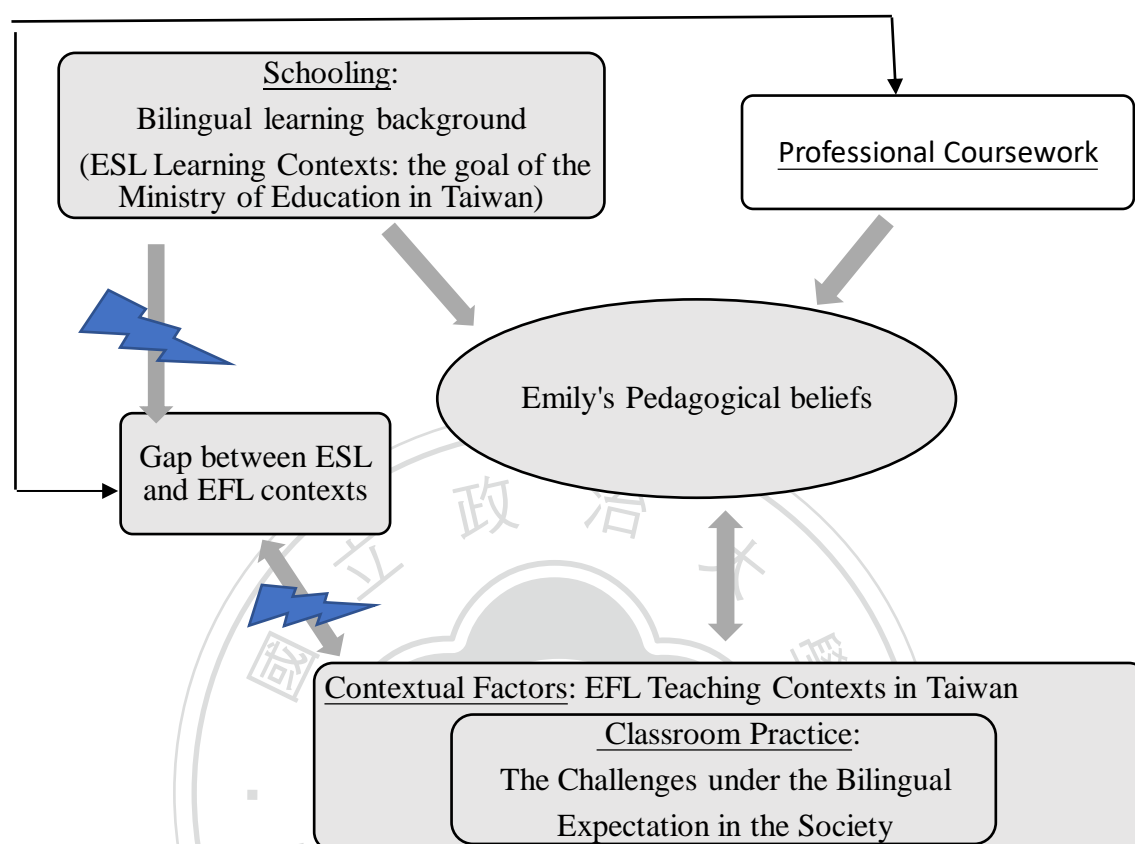

Figure 3. Modification of Borg (2006) diagram based on Emily's case

In summary, the Taiwanese education system has been trying to move to a bilingual education framework and also actually has planned the policy of teacher training program, expecting to train EMI teachers and international teachers to implement bilingual education. However, from textbooks and curriculums to students, the parents, and school administrators, the entire teaching contexts still has the solid concept of exam-oriented education and they are not ready to truly move towards bilingual education. Therefore, teachers who like Emily with bilingual ability and learning backgrounds and are trained to be a bilingual teacher have had many pedagogical challenges. In other words, the gap in between seems to be quite large. To narrow down the gap is necessary to explore how to change the exam-oriented

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teaching environment into a bilingual education environment and how teacher training may help EMI teachers and international teachers to face the challenges.

Nevertheless, Emily had positive feedback from her teaching experiences. The positive experiences can be discussed as three issues: First, elementary-level students who have developed the habit of speaking English with Emily in all-English courses since the first grade are not afraid to speak English and can speak confidently with international teachers or classmates. This finding is consistent with Akyildiz & Celi (2020); this shows that creative EMI language learning can make students use language to express in a natural environment and help students develop their imagination, confidence and knowledge of the language. Second, the students have tried to discuss and express their thoughts in class. Research has found that creative teaching developed students' critical thinking and problem-solving skills and using language to communicate naturally (Tomlinson, 2015). This means using English creatively in class could lead to promising results. Third, some junior high-level students taught by Emily have improved in reading and are willing to speak English in class. This finding is in line with Richard's (2013), in that creative language teachers such as Emily can not only help students to successfully using language with various activities also help students build up their creative thinking. Therefore, it can be seen that if English teachers can teach to use English creatively, it is possible that students can begin to get used to expressing and thinking in English.

CHAPTER SIX

Conclusion

The present study explores how a cram school English teacher with English Chinese bilingual using her bilingual learning beliefs to shape her teaching beliefs in EFL context, and the challenges she faced under the bilingual expectations of Taiwanese EFL teaching contexts. In this chapter, the summary of the study, implications, limitations and suggestions for further research are presented.

Summary of the Study

The present study aims to explore how an English-Chinese bilingual teacher work with her students under the bilingual expectations of Taiwan. To address the research question, narratives and in-depth interviews, classroom observations and follow-up interviews were adopted as data for in-depth understanding. The findings have presented that the English-Chinese bilingual teacher's pedagogical beliefs are derived from her learning beliefs as a learner from bilingual schooling experiences. The pedagogical challenges she has faced are mainly in three areas: EFL students' English learning difficulties, exam-oriented EFL contexts and parents' misunderstandings and expectations of bilingual teaching. These three parts are derived from EFL learning contexts and included in contextual factors (Borg, 2006).

Moreover, there is a huge gap between the pedagogical challenges that the teacher faced in the Taiwanese EFL teaching contexts and the ESL learning contexts she was educated in Canada and Hong Kong. Therefore, this study contributes to the understanding of the formation of the English Chinese bilingual experienced teacher's teaching beliefs and what pedagogical challenges she faced in the EFL learning contexts.

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Pedagogical Implications

The present study contributes two concepts: teacher's teaching beliefs derived from schooling beliefs and the challenges faced by English-Chinese bilingual teachers in the EFL teaching contexts. First, the findings of the present study confirm Borg (2006) that the language teacher define often teaches according to her personal and specific learning experiences. Nevertheless, the interaction between teachers' cognition and contextual factors greatly influence classroom practice.

Thus, the findings from this study have four pedagogical implications especially for the English educators, international and EMI teachers and the policy makers. First, the present study may help English educators understand the conflicts and challenges between their teaching beliefs and teaching practices under the bilingual policy. Second, policy makers may notice the challenges faced by EMI and international teachers in the EFL exam-oriented teaching contexts. Third, EMI teacher training programs and workshops at the same time should be provided to EMI and international teachers to help them in teaching practice since their teaching contexts may be very different from their learning backgrounds. Fourth, parents' education may be offered and more complete evaluation of students' four skills may be provided.

Limitation of the Study

There are two limitations to the present study. First, since the study aims to understand the challenges faced by the Chinese-English bilingual teacher, the findings may not be applied to the Chinese-speaking monolingual teacher. Second, since only one participant was invited to this study, which may not represent the perspectives of every Chinese-English bilingual teacher, it would be possible to get different perspectives if more participants were invited. If more data and perspectives of EMI

teachers, international teachers and English-Chinese bilingual teachers were discussed in the study, a more comprehensive and in-depth understanding would be presented.

Suggestions for Further Research

There are four suggestions for future studies. First, in order to fully understand how to implement bilingual education from outside the system to within the system in the EFL teaching context in Taiwan, the perspectives of elementary and junior high school English teachers may be the focus of investigation. Second, the perspectives of teachers with EFL/ESL education backgrounds may also be provided. Third, the parents' point of view may help to discuss another aspect in the implementation of bilingual education. Fourth, studies can also focus on the perspectives of working staff, administrators and the teachers who works in the institutes of bilingual programs.

Conclusion

National Development Council aims to build Taiwan into a bilingual country by 2030 in order to strengthen the citizens' English abilities and international competitiveness. However, in the EFL exam-oriented teaching contexts, English teachers face various difficulties and challenges. This study expects to provide English educators a way to understand the processes how language educators' teaching beliefs may inform their in the teaching practice. Moreover, the study also provides policy makers with an understanding of the difficulties encountered by English teachers with bilingual backgrounds in their teaching practice under bilingual expectations in the society. By exploring the difficulties faced by the Chinese-English bilingual teacher, this study may provide a pointy reference for the considerations of implementation of bilingual education. The author's expectation is that every student

and English learner in Taiwan can truly have a positive English learning experience and development, and the Taiwanese English education may move beyond the exam-oriented learning and teaching contexts and towards a truly bilingual learning environment.

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APPENDIX

Appendix A

Questions for the in-depth interviews

Topic 1: Learning History of primary school in Hong Kong

Q1: What was the content of the courses at the primary school?

Q2: In this learning phase, how did you naturally learn both Cantonese, Chinese and English at the same time?

Q3: How did you learn Cantonese, Chinese and English at the same time?

Q4: Were you impressed by the bilingual teaching methods of any teacher?

Q5: In the bilingual courses, what did you gain the most in language learning?

Q6: What kind of bilingual courses made you feel most interested and learned the most?

Topic 2: Learning History of junior high school in Taiwan

Q1: What was the content of the English courses at the junior high school in Taiwan?

Q2: What were the differences between the junior high school English courses in Taiwan and the bilingual courses in Hong Kong?

Q3: What were the difficulties and challenges transferred from the Cantonese and English bilingual learning environment to the learning environment in Taiwan?

Q4: Did you have any difficulties and challenges in learning Chinese at junior high school?

Q5: How did you adapt to two completely different teaching methods and environments?

Q6: In this learning phase, were you impressed by any English courses or teachers?

Topic 3: Learning History of senior high school in Canada

Q1: What was the content of the courses at the senior high school in Canada?

Q2: What were the differences between the bilingual courses in Hong Kong and English-only learning environment in Canada?

Q3: What kind of courses make you most impressed during this learning phase?

Q4: What kind of courses made you feel most interested and learned the most?

Q5: Were you impressed by the teaching methods of any teacher?

have any difficulties and challenges in learning at senior high school?

Q6: In an English-only learning environment, what did you gain the most in language learning or any other aspects?

Topic 4: Learning History of university in Taiwan

Q1: What was the content of the courses at the university in Taiwan?

Q2: What were the differences between the English-only courses in Canada and the courses at the university in Taiwan?

Q3: What did you think was the biggest challenge when you were at the university in Taiwan?

Q4: What kind of courses made you feel most interested and learned the most?

Q5: Combining the above learning courses from kindergarten to university, what stage did you think was the biggest gain in English learning? Why?

Topic 5: Bilingual Teaching Experiences

Q1: What were your teaching experiences in the past ten years?

Q2: What is the most fulfilling and most enjoyable thing during teaching experiences?

Q3: What challenges have you encountered in the bilingual teaching experiences?

Q4: From the past learning history, did you use any of the lessons you learned in your English teaching?

Q5: What kind of problems in English learning were encountered among your students?

Q6: How did you help your students solve the problems in English learning? Did you help students in the way you solved problems in the past?

Appendix B

Questions for the follow-up interviews

Topic 1: Teaching sections

Q1: In this and following classroom observations, what is the teaching goal and

rationale of the course?

Q2: In this and following classroom observations, what is the learning objective of the

students?

Topic 2: Particular events at elementary-level and junior high-level English courses

Q1: In your teaching experiences, is there any particular event that is related to the

students?

Q2: In your teaching experiences, is there any particular event that is related to the

parents?

Q3: In your teaching experiences, is there any particular event that is related to the

cram schools?

Topic 3: Reflection of teaching practice

Q1: After the classroom observation, what do you think is the best part of the teaching

practice?

Q2: After the classroom observation, what do you think is the challenge and difficulty

in teaching practice?

Q3: What do you usually do to solve the challenges and difficulties?