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教師信念的形成：非正式學制英文老師的個案研究

**The Formation of Teacher's Belief: A Case Study on English
Teachers outside the Formal Educational System**

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To Chin-Chi Chao

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碩士論文提要

論文名稱：教師信念的形成：非正式學制英文老師的個案研究

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論文提要內容：

讓孩子在正式學制外學習在台灣家長始終蔚為風潮。在台灣，雖然小學三年級才開始正式學習英文，許多孩子早在這個年紀之前就開始學習，或在這年紀之後，也會利用課後時間在非正式機構學習。本研究旨在了解台灣的兩位非正式教育機構英文教師的教師信念的形成。

本研究採用質性研究的個案研究方法，研究對象為二位擁有豐富非正式教育機構教學經驗的英文老師，其學生年齡介於 2 至 16 歲。資料透過與每一位研究對象的五次半結構式的深度訪談。收集到的研究資料包含研究對象的：(1) 外語學習經驗，(2) 外語學習者信念，(3) 英文教學經驗，(4) 教師訓練及教育，(5) 英文教師信念。

研究結果顯示兩位教師的外語學習者信念、教師訓練、和教學經驗都會促成他們的教師信念的形成。然而，他們會做出與自己的身為外語學習者的信念不一致的教學決策。這樣的不一致性是因為他們在教學環境中所感受到的難題還有存在於他們學習者信念和英文教師信念當中的矛盾所產生的。在非正式教育機構裡，英文老師們所感受到會影響教學決策的難題是關於：(1) 學生的學習環境，(2) 課程規劃，(3) 機構政策，(4) 學生狀況，和(5) 家長的期待。

最後，依據本研究結果，進一步提供相關的建議，作為教育立法者、非正式教育機構、以及學生家長們的參考。



Abstract

Having children learning outside the formal educational system for academic purposes has been a trend among Taiwanese parents. In Taiwan, although formal English instruction is provided from the third grade in formal schools, many children start to learn English before the age and learn English outside the school time at and after the age at informal education institutes. The purpose of the study is to investigate the role of the formation of beliefs as teachers of two English teachers outside the formal educational system in Taiwan.

This study adopted a qualitative case study method. The participants were two English teachers with rich experience of teaching students aged from 2 to 16 at various informal educational institutes. Data were collected through five semi-structure in-depth interviews with each of the participants. The collected information included each of the participant's: (1) FL learning experiences, (2) beliefs as a FL learner, (3) English teaching experience, (4) teacher training, and (5) beliefs as an English teacher.

The findings suggest that the two teachers' beliefs as FL learners, teacher training, and teaching experience all contributed to the formation of their beliefs as English teachers. However, the teachers would make teaching decisions inconsistent with their beliefs as FL learners. The underlying reasons behind the inconsistencies were their perceived problems in teaching contexts and the contradiction between their beliefs as FL learners and as English teachers. In the informal educational institutes, the English teachers' perceived problems which constrained the realization of their beliefs as FL learners were about: (1) students' learning context,

(2) curriculum, (3) school policy, (4) students' conditions, and (5) parents' expectation.

Finally, these pedagogical implications and suggestions are served as a reference for educational policy makers, informal educational institutes, and parents.



CHAPTER 1

INTRODUCTION

Background

Before the education reform in 2002, junior and senior high school students were under the pressure of studying for the Joint High School Entrance Examination (JHSEE) and the Joint College and University Entrance Examination (JCUEE) for about half a century. Cram schools (Bu-xi-bans), the mainstream informal educational institutes of that time, rapidly emerged one after another in pursuance of students' needs for high scores on the exams. At that time, cram schools' major goal was to improve examinees' test-taking skills, so they crammed students with knowledge considered necessary for the two strict entrance exams, and therefore were blamed for increasing students' pressure. In 2002, in view of students' academic pressure, the Ministry of Education (MOE) replaced the two entrance exams with the Multiple Schemes for Entering Senior High Schools and the Multiple University Entrance Exam, providing students with alternative methods for entering senior high schools and universities. However, far from disrupting cram schooling, the program brought more pressure to students and increased parents' worries, pushing more children to learn at informal educational institutes at younger ages (Lin & Chen, 2006; Liu, 2012, Su, 2005). According to the MOE (Ministry of Education), children should start to receive formal English education at third grade in formal schools (K-12 Education Administration, 2004), so in this study, informal English education is defined as the English instruction children receive before the age and the English classes students attend outside school at and after the age.

Although more and more students are involved in the education outside the formal educational system, the informal learning contexts are poorly understood. For teachers are the dominating role in classrooms and their instructional decisions directly influence students' learning, to understand teaching experience in the informal educational contexts has become an urgent issue.

In recent decades, in order to investigate the unobservable dimensions of language teaching beyond teachers' behaviors and instructional strategies, many researchers have focused on teacher thinking and relevant constructs. Language teachers' beliefs are revealed to be a key factor behind teachers' pedagogical practice and instructional decisions (Borg, 2006; Freeman, 1992; Johnson, 1994; Kern, 1995; Prawat, 1992), and teacher's prior learning experiences are found to play an important role in shaping teacher's belief (Bailey et al., 1996; Ellis, 2008; Goodman, 1988).

Johnson (1992) discovered that language teachers' pedagogical decisions were based on their beliefs emerged from their prior learning experiences as learners. Numrich (1996) also found that language teachers attempted to integrate the enjoyable and positive part of their own learning experience into their teaching, Borg (2006), on the other hand, proposed four key factors—prior learning experiences, teacher training, teaching experience, and teaching contexts—that would emerge or modify language teacher's belief. In particular, Prawat (1992) indicated that language teachers could be one of the major obstacles to education reform if they hold beliefs in inopportune pedagogical approaches. Thus, it is important to understand the relationship between language teachers' beliefs and their prior learning experiences, as well as other influential factors. This effort may provide important insight of the educational experience outside the formal educational system.

Purpose of the Study

The purpose of this qualitative case study is to explore the formation of two teachers' beliefs as English teachers at informal educational institutes by investigating the relationship between their beliefs and the related aspects: their prior FL (foreign language) learning experiences, teacher training, teaching experience, and teaching contexts. This study is expected to provide an expanded view on English education outside the formal educational system, and the findings are expected to be useful for educational policymakers, informal educational institutes, and parents. The results may also generate useful ideas for English teacher's professional development and training.

Research Questions of the Study

- 1.1. What are the two English teachers' prior language learning experiences?
- 1.2. What are their beliefs as FL learners?
- 2.1. How are the teachers' beliefs as FL learners, teacher training, and teaching experience related to the formation of their beliefs as English teachers?
- 2.2. Why are some of their beliefs as FL learners not realized in their teaching?
3. How do the two teachers' beliefs as English teachers outside the formal educational system develop?

Definition of Terminology

● Belief as a FL learner

In the study, belief as a FL learner is defined as the English teachers' reflections and evaluations of learning FLs according to their learning experience.

● Belief as an English teacher

In the study, belief as an English teacher is defined as the English teachers'

reflections and evaluations of teaching English at informal educational institutes.

- Teaching decision

In the study, teaching decision is defined as the teachers' choices in pedagogical approaches and their ways of dealing with problems encountered during teaching.



CHAPTER 2

LITERATURE REVIEW

The purpose of this chapter is to review and discuss the following related issues:

(1) English education outside the formal educational system, (2) Teacher's belief and language teaching, (3) Inconsistency between teacher's belief and teaching practice, and (4) Formation of teacher's belief.

English Education outside the Formal Educational system

For about half a century before the recent education reform, junior and senior high school graduates had to attend the annual entrance exams, the JHSEE (Joint High School Entrance Examination) or the JCUEE (Joint College and University Entrance Examination), as the only means to be admitted to a senior high school or a university. However, every year, due to the low admission rate, only a small number of students could get the opportunity to attend the schools they preferred. A larger number of examinees were not even admitted to any school while some of the passed examinees would give up on the chances they already acquired but to retake the exam in order to enter a better school or a specific department that they liked. The needs of the examinees to prepare better for their first or more entrance exam gave rise to the emergence of the early cram schools (also known as Bu-xi-bans) (Lin & Huang, 2009; Liu, 2013). At that time, the major goal of cram schools was to prepare the students for the exams. Cram schools, as the name suggests, crammed students with knowledge considered necessary for the exams, and thus were blamed for leading to students' mental and physical exhaustion. In 2002, in view of the

increasing amount of cram schools and the younger and younger children cram schools tried to recruit, the Ministry of Education abolished the JHSEE and the JCUEE and replaced them with the Multiple Schemes for Entering Senior High Schools and the Multiple University Entrance Exam, providing alternative methods for entering senior high schools and universities.

However, far from being the solution, the new program actually worsened the situation (Lin & Chen, 2006; Liu, 2012; Su, 2005). According to the MOE (Ministry of Education), children should start to receive formal English education at third grade in formal schools (K-12 Education Administration, 2004), but it is common that children start to learn English much earlier than third grade by taking English courses outside the school. The phenomena have attracted many researchers to investigate teaching and learning outside the formal educational system (e.g. Chiou, et al., 2005; Chu & Yeh, 2003; Jai & Guo, 2012; Lai & Chen, 2008; Lee, 2006; Lin & Chen, 2006; Lin & Huang, 2006, 2009; Lin & Tsai, 2007; Liu, 2006; Liu, 2012; Liu, 2013; Su, 2005; Wang, 2005).

For young children (aged 2 to 6), over ninety percent of private preschools provide English instruction (Chang, et al., 2002; Gong, et al., 2000; Yang & Chang, 2001). The English instructions provided can be divided into two types: English-only instruction and bilingual instruction (English and Chinese). English-only instruction is adopted by both whole-day-English and half-day-English preschools (Gong, et al., 2000). In a whole-day-English preschool, pupils are required to speak English most of the time at the school. Foreign teachers typically conduct every course in English, while Taiwanese English teachers, also homeroom teachers, assist the foreign teachers and babysit the children. Some Mandarin Chinese may be used as the language for taking care of personal needs, but the homeroom teachers usually speak English with the children. In a half-day-English

preschool, pupils spend half a day about two to three hours learning English, either in the morning or in the afternoon. A foreign teacher or a Taiwanese English teacher instructs preschoolers in English and a Taiwanese homeroom teacher takes responsibility for classroom management. On the other hand, in bilingual preschools, English instruction is conducted several times a week, depending on the curriculum, by Taiwanese English teachers (Gong, et al., 2000). As you will see later, in the study, the two participants' experience of teaching preschoolers is in bilingual preschools.

While some preschools choose to cooperate with private English education organizations—to purchase their teaching materials and hired trainee English teachers, others may purchase their textbooks only, write their own textbooks, or use imported materials (Gong, et al., 2000). However, researchers have revealed the drawbacks to the preschools' policies on teaching materials and curriculum. Chang, et al. (2002) reported that English teaching in preschools may be restricted by the compiling of textbooks, so that the teachers may have pupils practice conversations by rote drilling. Gong, et al., (2000) also pointed out, due to the limited learning hours, children in bilingual preschools tend to have a short-term retention of what they have learned and thus do not develop a fully understanding of English. On top of that, Chiou, et al. (2005) found that the pupils' use of spoken English in a bilingual preschool is much less frequent than a whole-day-English preschool due to the insufficient exposure to English. Yang and Chang, (2001) advocated that improving English speaking environment may benefit children's English acquisition.

As for older children (aged 7 to 12) and teenagers (aged 13 to 19), they may learn English at English supplementary schools, at after-school-care centers, or with English tutor who teaches at their places. English supplementary schools offer mainly English courses to elementary school, junior high school, and senior high

school students outside school time. To note that, because the institutes' major objective is to improve students' English abilities rather than their academic skills (Shih & Yi, 2014), the term English supplementary school is used to distinguish from the English cram school discussed earlier, which aims to enable students to achieve academic success. As to after-school-care centers, they look after elementary school and/or junior high school students after school; they teach and help students to do school assignments, prepare for school tests, as well as offer various optional courses (e.g. English, math, and art).

The results of recent studies about education outside the formal educational system are still inconsistent. Some researchers revealed that informal education does not necessarily benefit students' academic achievements because of the diverse quality of teaching and learning (Lee, 2006; Lin & Chen, 2006) but may build up academic pressure which is responsible for students' mental and physical exhaustion (Chen & Lu, 2009; Lin & Chen, 2006). Some other researchers reported that informal education helps in schoolchildren's academic improvement (Liu, 2006; Liu, 2012) and is not necessarily responsible for students' depressed feelings (Lin & Tsai, 2007).

Most importantly, much research claimed that whatever the MOE does will help little with changing or reforming the informal educational context because the prevailing culture demands the service of cram schooling for academic purposes. This demand has been existing over many decades. Many parents believe that informal educational institutes can improve their children's academic performance so that children may obtain the opportunities to attend prestigious schools in the future (Jai & Guo, 2012; Lin & Huang, 2006, 2009; Shih & Yi, 2014; Su, 2005). Even though entering a prestigious school may not be out of students' own wills, their parents' expectations have been rooted in their mind so they will not refuse to

receive informal education (Liu, 2013).

Informal education has become a well-established practice which cannot be easily changed (Lin & Huang, 2006, 2009). Since learning outside the formal educational system has been a general practice which involves so many schoolchildren, more efforts investigating such learning and teaching contexts are urgent.

Teacher's Belief and Language Teaching

A belief, a notion believed as true and held in mind by an individual consciously or unconsciously, guides the individual's thinking and behavior (Borg, 2001). Teacher's belief, also termed teacher cognition by Borg (2003) and called the "hidden side" of language teaching by Freeman (2002, p. 1), refers to a teacher's thinking, knowledge and choices of what to believe and what to do in teaching context (Borg, 2003). Teacher's belief has increasingly attracted attention of educational researchers with interests in the affective and evaluative aspects of teaching (e.g. Borg, 2003; Johnson, 1992; Kern, 1995; Pajares, 1992; Prawat, 1992).

Many researchers emphasized the importance of probing insight into teachers' beliefs (Borg, 1999; Pajares, 1992). Teachers' belief was revealed to construct teachers' instructional decisions and teaching practice (Borg, 2003; Johnson, 1992; Kern, 1995; Prawat, 1992). Johnson (1992) found the close relationship between teachers' beliefs in teaching and their pedagogical approaches. Borg (2003) also concluded that teachers' teaching practice and instructional decisions are constantly influenced by teachers' beliefs. Furthermore, Kern (1995) pointed out teacher's belief is one of the factors that affect student's belief about language learning.

As to investigative instruments employed to explore teacher's belief, Johnson (1992) designed a beliefs inventory to distinguish three types of teaching

orientations: (1) skill-based, (2) rule-based, and (3) function-based. Teachers who prefer applying skill-based methods may focus their teaching on students' skills of reading, listening, writing, and speaking. Other teachers who usually apply rule-based methods may pay more attention to students' comprehension of grammatical rules or linguistic elements. Still others, who emphasize the importance of interactive communication and cooperative learning, may choose to apply function-based methods more often.

Inconsistency between Teacher's Belief and Teaching Practice

While many studies identified the congruence between teacher's belief and teaching practice as mentioned above, many others reported inconsistency between the two (e.g. Farrell, 2003; Pennington & Richards, 1997; Nishino, 2012). Most of the inconsistencies found between teacher's belief and teaching practice were ascribed to contextual factors which hinder teachers' ability to follow their beliefs (Basturkmen, 2012; Borg, 2003; Fang, 1996). Moreover, contextual factors are also responsible for the inconsistency between language teacher's belief emerged after teaching for a period of time and the ones emerged earlier (Farrell, 2003; Pennington & Richards, 1997). Previous studies indicated some contextual factors may impact teacher's belief and teaching practice: class size (e.g. Pennington & Richards, 1997; Schulz, 2001), set syllabus and heavy workload (e.g. Crookes, 1997; Farrell, 2003), schools' expectation such as preparation for examinations (e.g. Farrell, 2003; Gorsuch, 2000; Kurihara & Samimy, 2007; Pennington & Richards, 1997), and restricting institutional policies (e.g. Gorsuch, 2000). Besides, students' conditions may also influence teachers' decisions (Nishino, 2012). Pennington and Richards (1997) indicated the absence of students' motivation to learn, students' limited proficiency in English, and students' resistance to new ways of learning could be the

reasons why teachers abandon their beliefs about the principles of communicative method. Nierstheimer et al. (2000) also revealed that teacher's belief may be changed because of teacher's tendency to be responsible for students who have learning problems. Moreover, many researchers emphasized the importance for English teachers to respond to their students' expectations (e.g. Gabillon, 2012; Peacock, 1998). Otherwise, the gap between teachers' and students' beliefs may reduce students' confidence in learning and satisfaction with learning, causing them reluctant to take part in classroom activities and resulting in negative learning outcomes (Peacock, 1998).

To sum up, the contextual factors which may lead to the inconsistencies between teacher's belief and teaching practice are about: class size, syllabus, student's workload, institutional policy. Most importantly, language teachers may not follow their beliefs because of their concerns about: students' conditions such as their motivation for learning, language proficiency levels, willingness to engage in classroom activities, awareness of their own learning styles, learning aptitudes, and learning goals. The present study investigated the contextual factors which caused the inconsistencies between the teachers' beliefs and the teaching decisions of English teachers in the informal educational institutes and obtained an understanding of the influence of the informal teaching contexts on English teachers' teaching decisions.

Formation of Teacher's Belief

Except for the contextual factor which may modify teacher's belief, three other factors contributing to the formation of teacher's belief are discussed in this section: (1) prior learning experiences, (2) teacher training, and (3) teaching experience (e.g. Borg, 2003, 2006; Johnson, 2006).

Prior Learning Experiences

The key influence that teachers' early learning experience exerts on their teaching practices is what Lortie (1975) called "apprenticeship of observation" (p. 65), through which pedagogical approaches are committed to students' memory and become references of their instructional decisions (Bailey et al., 1996; Freeman, 1992). The close relationship between language teacher's prior learning experiences and teacher's belief as a learner has been revealed by many researchers (e.g. Agudo, 2014; Borg, 2006; Ellis, 2006; Freeman & Johnson, 1998; Peacock, 1999). Borg (2006) indicated that language teachers' early beliefs of conceptualizations of L2 (second language) teaching were derived from prior language learning experiences. Freeman and Johnson (1998) and Ellis (2006) also claimed that teachers' experiential knowledge gained through learning will become a resource which underpins their teachers' beliefs.

In fact, learner's beliefs derived from learning experiences are not only in cognitive aspect (e.g. beliefs about learning strategies) but also in affective aspect (e.g. beliefs about the feelings of learning) (Ellis, 2008). Cotterall (1999) discovered that students may hold beliefs about their learning ability and self-efficacy. Tanaka and Ellis (2003) also found that students' self-efficacy is related to their belief changes. In particular, learners' beliefs emerged from positive learning experience would facilitate their learning (Bailey et al., 1996; Cotterall, 1999; Tanaka & Ellis, 2003). However, on the contrary, learners may also hold detrimental beliefs, which would result in their dissatisfaction with and frustration with language learning (Peacock, 1999).

Whether positive or negative, prior learning experience would be imprinted on teachers' mind and become references for their teaching practices (Goodman, 1988). Shelley, et al. (2013) found that teachers' experiences of emotions may put impact

on their teaching decisions. Numrich (1996) also discovered teachers attempt to integrate the enjoyable parts of their own learning experiences into their teaching and tried to avoid the negative ones. In addition, Peacock (2001) pointed out that teachers' detrimental beliefs emerged from their learning experiences may negatively impact their teaching practices, so the beliefs should be eliminated before starting teaching

In Taiwan, a few researchers have engaged in studying the relationship between English teacher's belief and prior FL learning experiences. For quantitative research, Wang (2005) conducted a survey to reveal the close relationship between elementary school English teachers' prior learning experiences and teaching styles. As for qualitative research, Shao (2012) adopted in-depth interviews to investigate four TCSL (teaching Chinese as a second language) pre-service teachers' FL learning experiences, teachers' beliefs, as well as the relationship between the two by qualitative case study approach.

Similar to what Shao (2012) did in her study, the present study will also conduct in-depth interviews to investigate teacher's belief in learning, teaching, and the relationship between the two. Shao (2012) revealed that the teachers' past language learning experiences would change learners' beliefs and that the participants in her study constructed their theories toward teaching based on their prior language learning experiences and beliefs in learning and teaching. However, the two studies differ in the participants' teaching contexts and target language to teach. The participants in the present study are two English teachers with rich experience of teaching at various places outside the formal educational system.

Beliefs as FL learners can be accessed by Horwitz's (1987) questionnaire of BALLI (Beliefs about Language Learning Inventory) which consists of the five categories: (1) foreign language aptitude, (2) the difficulty of language learning, (3)

the nature of language learning, (4) learning and communication strategies, and (5) motivation. The questionnaire has been used by many researchers to investigate learners' beliefs (e.g. Bernat, 2006; Bernat & Lloyd, 2007; Busch, 2010; Freeman & Johnson, 1998; Horwitz, 1999; Kern, 1995; Peacock, 1999). The present study modified the questions of the questionnaire to open-ended interview questions to probe into the two teachers' beliefs as FL learners and obtained an adequate understanding of the relationship of the prior learning experiences and teachers' beliefs of the two English teachers outside the formal educational system.

Teacher Training

Many researchers investigated the relationship between the teacher education and teacher's beliefs, but the findings show inconsistency. Some researchers claimed that teacher training exerted an influence on teacher's belief (Chu & Yeh, 2003; Freeman, 1993; Urmston, 2003). Freeman (1993) investigated the changes of the beliefs and classroom practices of four teachers taking TESOL (Teaching English to Speakers of Other Languages) courses in a program of in-service masters' degree and revealed that the professional education has a clear impact on the teachers' beliefs. Urmston (2003) also found pre-service teachers' beliefs were strongly influenced after enrolling in the undergraduate degree's course, BATESL (Teaching English as a Second Language). In Taiwan, Chu and Yeh (2003) studied the student teachers' beliefs changes during their practicum in public high schools and revealed that their beliefs were influenced by the mentors' beliefs.

In spite of the studies which exemplified the close relationship between teacher education and teacher's belief, there are still some other researchers argued that teacher education had no obvious impact on language teacher's belief (Kanga, 1992; Peacock, 2001). Kanga (1992) reviewed forty learning-to-teach studies dealt with pre-service and novice teachers' development through teacher education programs

and drew a general conclusion that teacher education programs failed to help the teachers to acquire knowledge to modify and reconstruct their teachers' beliefs and develop procedural routines of teaching. Peacock (2001) also conducted a survey study to investigate the belief change of trainee ESL teachers during the three-year teaching education program in a university. He found that no changes in the trainee teachers' beliefs, especially the detrimental ones.

However, it was found that the influence of teacher education on teacher's belief may vary in intensity, depending on the nature of the program (Borg, 2006; Özmen, 2012) and the strength of the trainees' prior beliefs (Almarza, 1996; Borg, 2006; Özmen, 2012). The present study probed into the relationship between the English teacher training programs held by informal educational institutes and English teacher's belief, which obtained a preliminary understanding of the intensity of the influence of the informal English training programs on English teacher's belief.

Teaching Experience

Many researchers discovered the differences between experienced and inexperienced teachers' beliefs (e.g. Liao, 2007; Nunan, 1992; Tsui, 2003), which suggests that teaching experience is a source of references for teachers' instructional decisions. Nunan (1992) found that experienced teachers pay more attention to language issues while novice teachers are more concerned with classroom management. Tsui (2003) also discovered that experienced teachers are more capable to integrate language teaching into communicative purposes. In Taiwan, Liao (2007) also probed into the differences between the beliefs of in-service elementary English teachers and pre-service teachers who were taking training courses at a teachers college. He revealed that pre-service and in-service teachers vary in their opinions about: (1) when children should start learning English, (2)

when teachers should correct students' errors, and (3) how to evaluate students' learning performance. Most of all, research also explored that experienced teachers show more concern about students' affective factors and background knowledge (Breen, 1991), learning styles (Bailey et al., 1996), and motivation to engage in learning than novice teachers (Sanchez & Borg, 2014).

In addition, teachers' decision based on their beliefs derived from teaching experience may contradict their beliefs as learners. When the contradiction occurs, teachers will determine the priority of the contradictory beliefs, usually without being aware of that they are resolving a contradiction (Schutz, 1971). When teachers are making decisions about the priority, some core beliefs tend to be conserved while others may be abandoned (Peterman, 1991). Johnson (1992) proposed that teachers' considerations involve both cognitive and affective aspects of students' learning, and Nespor (1987) indicated that teacher's beliefs in affective aspect influence stronger than cognitive aspect.

As reviewed in this chapter, studies about teacher's belief and related factors are plenty; however, little research has investigated the teachers' beliefs of English teachers outside the formal educational system. Teachers at informal educational institutes may not have the same academic backgrounds, receive formal teacher training, or possess similar teaching experience as formal teachers. Furthermore, their teaching contexts are more complicated than formal educational contexts.

The present study aimed to explore the formation of the teachers' beliefs of two English teachers at informal educational institutes, which obtained an understanding of the teachers' learning experiences, provided a view on informal teacher training, and revealed English teaching experience in the informal educational contexts. The findings generated useful ideas for educational policymakers, informal educational institutes, and parents.

CHAPTER 3

METHODOLOGY

The research obtained an in-depth understanding of the FL learning experiences, teaching experience, beliefs as FL learners, and beliefs as English teachers of two English teachers outside the formal educational system, so that the formation of their beliefs as English teachers are discussed. A qualitative case study approach was adopted because it facilitates exploration of a phenomenon within its real-life context (Yin, 2003).

Participants

Two female pseudonymed English teachers teaching outside the formal educational system, Esther and Flora, were invited to take part in this study. Both of them were friends of the researcher's. The long-term positive relationships and rapport between the participants and the researcher contributed to the participants' articulation of their thoughts and feelings without inhibition.

There were two important reasons why the two participants were chosen. First, both of them had rich experience in teaching English at diverse informal educational institutes. Esther had a total of fourteen years of experience; and Flora, ten years. Second, they differed from each other on their educational backgrounds, received teacher training, and the contexts they had taught in. These differences were expected to contribute to a broader understanding of informal English education.

Teaching Context

In the formal educational system, children start to learn English as their FL from third grade at formal schools (K-12 Education Administration, 2004). Therefore, in this study, English education outside the formal educational system is defined as the English instruction children receive before the age and the English classes students attend outside school at and after the age in informal educational institutes. Both Esther and Flora had experience of teaching English at bilingual preschools, English supplementary schools, after-school-care centers, and as tutors at tutees' places. In addition, Esther had experience of teaching at her own English tutoring studio and Flora had experience of teaching at a storytelling class.

Except for Flora's one-year experience of a full-time teaching job in an English supplementary school, all the other teaching jobs they took on were part-time. As part-time English teachers, they only had to be at the institutes during the class time and when it was necessary, so it was usual for them to teach at several places during the same period. Their wide-ranging experience of teaching at diverse contexts provided useful insights into the informal educational contexts. Their personal backgrounds and the details of their teaching experience are presented in Table 3.1.

Table 3.1 The Personal Information of the Participants

Participant (pseudonym)	Esther	Flora
Age	41	32
Educational Background	A.A. in Early Childhood Education, 2000	B.A. in English, 2003
Total English Teaching	14 years	10 years

Experience		
Experience of Teaching in Preschools	5 years, part-time	7 years 6 months, part-time
Experience of Teaching in After-school-care Centers	3 years, part-time	6 years 6 months, part-time
Experience of Teaching in English Supplementary Schools	7 years, part-time	1 year, full-time 2 years 4 months, part-time
Experience of Tutoring	7 years, part-time	1 year and several months, part-time
Experience of Teaching in Other Informal Education Institutes	8 years, part-time, at her own English tutoring studio	2 years 4 months, at a storytelling class

(1) A.A. is the abbreviation of Associate of Arts.

(2) B.A. is the abbreviation of Bachelor of Arts.

Data Collection Procedure

This case study was conducted through in-depth interviews as its major instrument to understand what participants know about as well as what they have learned from particular issues (Lichtman, 2010). To achieve the purpose of this study, four main topics were included in the four interviews respectively: (1) FL learning experiences, (2) English teaching experience, (3) beliefs as FL learners, and (4) beliefs as English teachers. In such an order—investigating each participant's life history before probing into her reflections on the meaning of particular events—researcher was able to place the participant's beliefs in the context of her

life, so that her prior experiences become meaningful and comprehensible (Seidman, 2006). The open-ended questions and the semi-structured format of the four interviews also provided researcher sufficient flexibility to explore relevant issues during the interviews (Guion et al., 2011; Creswell et al., 2007).

The first two interviews aimed not only to get an understanding of the participants' FL learning experiences and English teaching experience, but also to construct the contexts for the following interviews about participants' beliefs. The questions of the first two interviews can be seen in Appendix 1 and Appendix 2. The third interview converted the questions from Horwitz's (1987) questionnaire of BALLI (Beliefs about Language Learning Inventory) into open-ended questions to investigate the participants' beliefs as FL learners (see Appendix 3). Based on BALLI, the interview questions contain the following themes: (1) aptitude for English learning, (2) difficulty of FL learning, (3) nature of FL learning, (4) learning strategies, and (5) motivations and expectations. Finally, the fourth interview probed into the participants' beliefs as English teachers outside the formal educational system. The interview questions, adapted from the Beliefs Inventory questionnaire (Johnson, 1992), include teacher's beliefs in the three categories: (1) Language structure, (2) Language function, and (3) Language skills (see Appendix 4). In addition, in order to reveal the role the teachers' prior learning experiences plays in their beliefs as English teachers and in consideration of the diversity of their students' ages and teaching contexts, three categories of questions are added to the fourth interview: (1) Reflections on prior learning experiences, (2) Teaching students of different ages, and (3) Teaching as an English teacher outside the formal educational system.

To guard the trustworthiness of the qualitative research, several measures were taken. First, before data collection, all of the questions of the four interviews were

tested on another English teacher who also had experience of teaching English outside the formal educational system. This was to ensure that the content and structure of the interviews would meet the purpose of the study (Gillham, 2000; Jacob & Furgerson, 2012; Kvale, 2007). Second, all of the interviews were conducted in quiet places such as coffee shops with few other customers around to enhance the quality of the data collected. Third, all the conversations were recorded by digital voice recorders to keep track of all the details during the interviews. Finally, after the data of the four interviews were transcribed, an extra shorter interview was given to each participant in order to check the transcripts, clarify confusions, and obtain details of particular events and issues (Jacob & Furgerson, 2012). All together there were five interviews for each of the participants. Table 3.2 and 3.3 are the schedules of the interviews with the two participants.

Table 3.2 The Schedule of the Interviews with Esther

	Date	Duration	Content
1	February 6, 2013	1 hr. 10min.	FL learning experiences
2	February 16, 2013	1 hr. 37min.	English teaching experience
3	February 28, 2013	1 hr. 12min.	Beliefs as a FL learner
4	March 9, 2013	1 hr. 12min.	Beliefs as an English teacher
5	May 7, 2013	1 hr. 4min.	Confirmation of certain details

Table 3.3 The Schedule of the Interviews with Flora

	Date	Duration	Content
1	September 29, 2013	1 hr. 30min.	FL learning experiences
2	October 5, 2013	1 hr. 59min.	Teaching experience
3	October 13, 2013	1 hr. 39min.	Beliefs as a FL learner
4	October 20, 2013	1 hr. 28min.	Beliefs as an English teacher
5	December 15, 2013	29min.	Confirmation of certain details

Data Analysis

The transcripts of all the five interviews with each participant were put into analysis. Both of the holistic-content and categorical-content approaches proposed by Lieblich et al. (1998) were adopted to analyze the interview data.

The holistic-content approach was applied to present the participants' complete FL learning experiences. First, after transcribing the entire interview data, the researcher read the transcripts several times to establish an understanding of the participants' stories. The researcher organized outlines of the participants' stories chronologically in order for the later discussion of the plots. After that, the researcher put her global impression of the cases into writing with special attention being paid to critical events related to the research questions. Furthermore, the researcher accentuated the events repetitively mentioned or particularly emphasized by the participants to indicate the focal significance of the stories and highlighted

the transitions between the participants' attitudes towards FL learning and the episodes related to their beliefs. The participants' FL learning experiences were summarized in Table 3.4 and 3.5.

Table 3.4 Esther's FL Learning Experiences

The outlines of Esther's learning experiences	Year	Age
Junior and senior high school	1985-1990	13-18
A period between senior high school and 2-year college	1991-1997	19-25
2-year college	1998-2000	26-28
After graduation from the college	2001-2013	29-41

Table 3.5 Flora's FL Learning Experiences

The outlines of Flora's learning experiences	Year	Age
Junior high school	1994-1996	13-15
Senior high school	1997-1999	16-18
University	2000-2003	19-22
After starting English teaching career	2004-2013	23-32

The categorical-content approach was employed to analyze the two participants' beliefs as FL learners and English teachers. To sort out the participants' beliefs as FL learners, the researcher highlighted and assembled their utterances related to their perceptions of FL learning into subtexts. Then, the researcher read the subtexts as

openly as possible in order for the themes cut across each subtext to emerge from the reading to present the participants' beliefs. As to the participants' beliefs as English teachers, they were classified according to the classification scheme. First, the researcher adopted three of the four relevant factors—learner beliefs, teacher training, teaching experience, which may define or influence teacher's belief—to categorize the participants' beliefs as English teachers. Then, the researcher used the other factor, contextual factor, to discuss the inconsistencies between the participants' teaching decisions and their beliefs as FL learners. Because contextual factor was indicated by Borg (2006) that may modify teachers' early beliefs or cause contradictions between their beliefs and teaching practice.

It is noteworthy that, the researcher followed the categorical-content approach to analyze the two teachers' beliefs as FL learners and as English teachers. So their beliefs were the emphasized or repeatedly mentioned propositions among their utterances. Related critical events in their life stories were also collected as evidence to support their beliefs. The research findings are presented in the next chapter.

CHAPTER 4

RESULTS: INDIVIDUAL CASES

In this chapter, the researcher presents the results of the in-depth interviews and analysis of each of the two English teachers, Esther and Flora. The stories are presented in the following order. First, the researcher embodies the critical events in the participant's FL learning experiences chronologically along with her beliefs as a FL learner right after related events. So the learning contexts are constructed for her beliefs to be easily understood. Second, the researcher introduces the experience of the participant's English teaching. Third, the researcher shows the teacher training the participant received. By presenting the participant's teaching experience and teacher training, the context for her beliefs as an English teacher is constructed. Then, the researcher presents the participant's beliefs as an English teacher. Finally, the researcher discusses the participant's teaching decisions which are inconsistent with her beliefs as a FL learner.

Case 1: Esther

FL Learning Experiences and Belief as a FL learner

Esther is an extrovert and persistent woman in her early forties. When she was an elementary school student, she practiced the piano and joined the school choir. Since the first time she heard an English song, her strong interest in beautiful melodies aroused her enthusiasm about learning English and consequently nurtured her dream of being an English teacher despite difficulties and frustrations. "From the very beginning, I think English is a beautiful language," she asserted (2/6/2013).

Esther's FL learning experiences include four major stages: junior and senior high school, a period between senior high school and 2-year college, 2-year college, and after graduating from college. Her story is presented below.

Junior and Senior High School

Esther started to learn English in the seventh grade in junior high school. In Taiwan, a few decades ago, elementary school graduates had to take a placement exam in the beginning of the first semester in junior high schools. Then, according to the percentile ranks of their scores, the students would be divided up into three groups. The group of students whose scores ranked high in the exam would be assigned to classes labeled as "A"; medium, "B"; and low, "C". In the seventh grade, Esther's high ranking score allowed her to study in an A class, in which she learned the KK Phonetic Symbols, which enabled her to pronounce English words and memorize new words effectively. "The KK Phonetic Symbols helped me get a sense of English, so I could memorize English words easily," she said (2/28/2013).

However, in the beginning of the third semester, Esther was transferred to a B class because of her unsatisfying grades in math and biology. There, unexpectedly, she found many of her classmates had problem pronouncing and memorizing English words and finally became depressed about learning English. She attributed their depression to their lack of the knowledge of the KK Phonetic Symbols.

The students in the B class didn't learn the KK Phonetic Symbols... I [had learned the KK Phonetic Symbols and thus] established the foundation of English learning in the seventh grade. The vocabulary, articles, and grammar we learned were getting harder... Because they [her students] couldn't read out loud and memorize [English vocabulary], they felt frustrated. (2/6/2013)

Thus, Esther's belief that "Learning to pronounce words of the target

language is important,” was emerged from this experience at the very start of her FL learning.

Esther’s comparatively outstanding English performance in the B class had her chosen as the helper of her English teachers in the eighth and ninth grade. She collected English homework, gave her classmates vocabulary quizzes, as well as read textbooks for her classmates to repeat in the morning-self-study session. She also represented her class to participate in reading contests and speech contests.

In senior high school, Esther was also chosen to be the helper of her English teacher and attended a speech contest in the tenth grade. By assisting her English teachers and attending contests, close relationships were established between Esther and her English teachers. In appreciation of her help, the teachers gave her English readers, a kind of simplified literary works for English learners to practice reading. Esther not only felt proud, but also gained more chances to learn English than other students. She mentioned,

In the morning-self-study session, I would give my classmates [vocabulary] quizzes or had them repeatedly read out loud the texts after me... I got extra opportunities to practice what I had learned.
(2/6/2013)

During this period, through reading the English readers given by her teachers and watching English movies in her free time, she started to be aware of the importance of FL speaking context. She stated, “While watching English movies, I would feel that I was at the scene. I learned how to use the language by watching movies” (2/6/2013). She also mentioned,

I learned not merely sentence structures from English readers. Stories had me understand how to use the sentences according to different situations. In the settings of the stories, I could get the intended

meanings of the sentences. (5/7/2013)

As we can see, Esther's belief in "Learning FLs in context benefits FL learning" also sprouted at the early stage of her FL learning.

Esther's favorite subject was English. She had pleasant experiences of learning English during the six years in junior and senior high school. She said with a smile on her face, "In my impression [of learning English in secondary school], everything went without a hitch, I did enjoy it"

(2/6/2013). Therefore, Esther determined to enter an English department in university and become an English teacher in the future. She asserted "I like English. I have aimed to be an English teacher since long time ago," she asserted" (2/16/2013).

A Period between Senior High School and 2-Year College

After graduating from senior high school, Esther became an examinee of the JCUEE. At that time, the entrance exam was held once a year. Every year, only about sixty percent of the examinees could pass the exam and be admitted to a university. Some examinees would give up on the chances they got and choose to retake the exam in order to enter a specific department or a better university. It was thus not unusual for an examinee to take the exam more than once.

With Esther's strong determination to enter an English Department, she took the exam five times in six years. From the age nineteen to twenty-five, alternating between studying and work, Esther tried her best in order to become an English major in a university. For every upcoming exam, she needed to study all the subjects included in the exam in cram schools. In addition to taking numerous mock tests in cram schools, she also had to study hard by herself. Her methods of learning for exams were writing English vocabulary, phrases, and sentences on small flash cards to memorize at any time. She also studied the grammar patterns taught in English

magazines and recorded the magazines' radio programs to listen to everywhere she went.

During the third of the six years, when she was twenty-one, she tried another way to learn English at a FL learning institute (Institute A), in which she learned English from native English speaking teachers (NESTs) for thirty-six hours in a few months. She felt very confused when she spoke English with a NEST for the first time. She said, "It was strange. I had memorized so many English words. Why did I have difficulty speaking English?" (2/6/2013). She finally realized that what she had learned at school was written English, which was seldom used in daily conversation. She also discovered the differences between learning a FL for academic purpose and for communicative purpose. She mentioned,

Since junior high school, I had to take tests and exams constantly. Most exams were about reading and writing. Every time I tried to speak English with the NESTs, they told me the words I used were too big, not common at all. (2/6/2013)

Thus, she determined to enhance her listening and speaking abilities. After a few months, she decided to take an English course in another FL learning institute (Institute B). The course happened to be around the Christmas time. To celebrate the holiday, the NEST invited the class to go skating together at a skating rink. It was Esther's first time to go out with a native speaker and speak English in real life. She communicated with the NEST and learned from the NEST's feedback

For example, I talked with the NEST while [we were] putting on skating shoes. I used my body language when I didn't know how to express an idea in English. Then I learned how to say it [from the teacher's response]. (2/6/2013)

In the six years of being an examinee of the JCUEE, although Esther once

obtained a chance to be a Chinese major, she was never admitted to be an English major. Taking a friend's suggestion, she finally took the 2-year College Entrance Exam and was admitted to the Early Childhood Education Department of a college.

2-Year College

Esther became an Early Childhood Education major at a college at the age of twenty-six, but she was still working on learning English and trying to figure out ways to be an English teacher. She asserted,

I like English. I have aimed to be an English teacher since long time ago. I like the language and enjoy being in the environment of it. I want to share my joy of learning English with children. (2/16/2013)

In the second year of the college, Esther went to FL Learning Institute C (Institute C) to learn English. There, she made friends with a NEST, Angela (pseudonym), a Canadian who came to Taiwan alone and liked to ask her students out on weekends. By going out with Angela, Esther gained ample chances to use English in context. She stated, "When Angela was in Taiwan, I could practice speaking English with her often... Sometimes she asked us [my classmates and I] to have tea together" (2/6/2013).

Esther's first time abroad was to attend Angela's wedding in the U.S.A. Talking with many native English speakers there, again, Esther felt her spoken English was insufficient to carry on daily conversations with native speakers. She said, "When I was abroad, foreign friends said what I said was too formal and proper. Their conversations were full of slangs" (2/6/2013).

Esther's experience of communicating in English in daily life reinforced her early belief that "Learning FLs in context benefit FL learning" and further broadened her scope of FL learning. She asserted, "I am impressed by the slangs and vocabulary that I have used to speak to others" (2/6/2013).

Comparing the communicative learning methods (e.g., learning in context) with the learning methods Esther adopted to learn for academic purpose (e.g., memorizing vocabulary, phrases, and sentences, and studying grammar patterns), the former were connected to her positive experience of achieving communicative purpose and social interaction, while the latter were connected to her negative experience of learning under academic pressure and failing to communicate in daily life.

In addition, because her spoken English improved much by speaking with native speakers and learning from their feedback, her belief that “Learning FLs through speaking benefits FL learning” was also emerged. She stated, “I learned how to apply slangs, vocabulary, and sentences [in daily conversations] by communicating with the NESTs” (2/28/2013) and

When I didn’t know how to say something in English, I asked them [the NESTs] how to say it. Then I knew what to say when I encounter the same situation next time. (2/6/2013)

She wanted to dispense with the old learning methods for academic purpose. She said, “If I learn a sentence by rote instead of using it in context, I will forget it after a few days” (2/6/2013).

Furthermore, she also started to believe that “The goal of FL learning is to communicate”. She asserted, “I don’t want to learn English for exams anymore. I want to learn to communicate in daily life” (2/6/2013).

After Graduating from College

At twenty-nine, with the satisfying experience of learning English at the first three FL learning institutes, Esther went to FL Learning Institute D (Institute D) to further develop her English. However, unexpectedly, she felt discouraged because she could only practice speaking fixed sentences with her classmates. She described,

In the eighteen hours [of learning English] in Institute D, most of the time, the teacher had us [my classmates and I] practice speaking fixed English sentences with each other. Unless I had questions, I didn't have a chance to talk with the NEST. (2/6/2013)

This experience reinforced the importance of Esther's belief that "Learning FLs through speaking benefits FL learning." She recognized that learning FLs through speaking rather than practicing fixed sentence structures would benefit long-term retention. She uttered,

Although I memorized many [English] words that can be used in conversation, without chances to speak them out, I tended to forget them (2/6/2013).

When Esther was thirty-three, she took on an interpreting job for some missionary group as a short-term project in India. While the missionary was preaching, Esther translated his Chinese into English, and then an Indian interpreter translated her English into the Indian language. Although Esther was very nervous while interpreting, she thinks this experience was interesting. She stated, "It was a very special experience. I was like a newborn calf which fears no tigers" (2/16/2013).

The interpreting job triggered her motivation to learn interpretation in a Bible College after a few months. In the twelve months of learning at the Bible College, she took the course of interpretation for one semester; writing, one semester; and Bible English, two semesters. In particular, she also regarded the experience as the compensation for her dream of being an English major that could not be realized. She asserted, "I just wanted to fulfill my dream of studying in an English department" (2/6/2013).

Now, in the fourteenth year of her English teaching career, Esther still learns

English on Thursdays. She attends a free course offered by *Let's Talk in English*. The NEST is a missionary who has been in Taiwan for over ten years. She asserted, "I will go wherever I can learn English" (2/6/2013).

Throughout Esther's FL learning experiences, Esther's attitude toward FL learning has always been positive. She always built good relationships with her teachers and classmates since she started learning English. At the very start, she obtained a sense of superiority and got positive feedback from being an English teachers' helper. After learning English from NESTs, using English to communicate and make friends with them further reinforced her positive attitude towards English learning. She said,

I went to FL learning institutes and accumulated sentences that can be used in daily conversations. I gradually became able to express myself. I could also help my classmates with learning in class. I think I built up confidence at that time. (2/28/2013)

Her positive learning attitude and motivation enabled her to overcome problems and difficulties and consequently made her dream of being an English teacher come true. It is found that she holds the belief that "Positive learning attitudes benefit FL learning." She provided an example,

If learners don't open their hearts to learn a FL, they can't learn it well. If they open their hearts to learn it and are willing to get in touch with everything about it, they can learn it well... It depends on whether they want to learn it or not. (2/28/2013)

In summary, at the very start of Esther's FL learning, she learned to recognize the KK Phonetic Symbols. The ability enabled her to read out loud and memorize English words easily, and she thus performed better in English than her classmates. Her belief that "Learning to pronounce words of the target language is important"

was emerged from the experience. Receiving English readers as presents from her teachers, she gained opportunities to learn English in context by reading the English readers. Her belief “Learning FLs in context benefits FL learning” also sprouted at the early stage. Her fondness for English and the fulfillment gained from being the teachers’ helper encouraged her to pursue the goals of entering an English Department and being an English teacher eventually. Although Esther could not make her dream of being an English major come true, she still tried to learn English by other means. Her experience of speaking English to communicate with NESTs reinforced her early belief that “Learning FLs in context benefit FL learning.” She also started to be aware of language functions and hold the belief that “The goal of FL learning is to communicate. Her belief that “Learning FLs through speaking benefits FL learning” also derived from her experience of communicating with native speakers because her spoken English improved much by learning from the native speakers’ feedback. Her beliefs as a FL learner and related critical events are listed in Table 4.1.

Table 4.1 Esther’s Beliefs as a FL Learner and Related Critical Events

Related Critical Events	Beliefs as a FL learner
Her ability to pronounce English words by recognizing the KK Phonetic Symbols enabled her to memorize English words effectively.	“Learning to pronounce words of the target language is important.”
At the early stage, she learned how to use words and sentence patterns in context by learning from English readers and English movies. At the later stage, she learned English by communicating with	“Learning FLs in context benefits FL learning.”

native speakers in daily life.	
She learned spoken English efficiently from the feedback of NESTs and obtained long-term retention of what she had said.	“Learning FLs through speaking benefits FL learning.”
She achieved the communicative purpose and social interaction by communicating with native speakers.	“The goal of FL learning is to communicate.”
Her positive learning attitudes toward learning enabled her to overcome problems and difficulties throughout her learning experiences.	“Positive learning attitudes benefit FL learning.”

English Teaching Experience

Esther has been teaching English to students aged from two to fifteen outside the formal educational system for 14 years. The wide spread of experience and teaching contexts that Esther has in English teaching is shown in Table 4.2 and further described in the following paragraphs.

Table 4.2 Esther’s Experience of Teaching English

Time	Esther’s Age	Institutes	Students’ Ages	Duration
1999-2000	27-28	After-School-Care Center A	7-9	12 months
1999-2000	27-28	Preschool A	2-6	12 months
2001-2004	29-32	Preschool B	2-6	4 years
2002-2010	30-35	English Tutoring Studio	6-13	8 years
2003-2008	31-36	English Supplementary School A	7-15	5 years

2004-2005	32-33	Preschool C	2-6	12 months
2005-2007	33-35	English Supplementary School B	7-15	About 2 years
2008-2013	36-41	Tutees' places	12-15	5 years
2011-2013	39-41	After-School-Care Center B	2-6	2 years

In the second year of the college, when Esther was 27, she attended a book club in which all the members read *Bilingual Weekly* in advance of their discussion of the content in their gathering. There, Esther got acquainted with the owner of After-School-Care center A. The owner hired her to teach an English class of first graders twice a week. In the same year, Happy Land (pseudonym), an English teacher training institute which also published English textbooks and assigned English teachers to preschools, assigned Esther to teach at Preschool A because she had completed its teacher training program. She taught at After-School-Care Center A and Preschool A for one year.

When Esther was twenty-nine, another trainee of Happy Land introduced her to teach at Preschool B. Esther taught every of the seven classes of the bilingual preschool for 30 to 40 minutes a day and four or five days a week. One year later, she started to operate her own English tutoring studio because a friend of hers, also an English teacher, passed four tutees to her. She rented a classroom and paid utility bills and other expenses by herself. As time went on, there came the second and third classes. During the period of the tutoring studio, Esther also got other part-time jobs in English Supplementary School A, Preschool C, and English Supplementary School B. Finally, she closed down the studio not only because she was exhausted by the financial stress, but also due to fewer and fewer students were recruited as the existing students graduated from the studio.

When she was thirty-five, she left Supplementary School B and started to get tutoring jobs. Not long after that, she left Supplementary School A because of illness. There were two years during which she only taught at her tutoring studio and tutees' homes. Now, she has been teaching elementary school students in After-School-Care Center B for two years as well as being a tutor of students aged from eleven to fifteen for six years.

Teacher Training

Esther never gave up her dream of being an English teacher although she failed to become an English major, "I like English. I have aimed to be an English teacher since long time ago," she asserted (2/16/2013).

Soon after entering the college, she attended the two-day preschool English teacher training program held by Happy Land (pseudonym). The training program stressed much on language teaching techniques; it taught trainees how to give a demonstration when they were at a job interview as well as how to teach phonics, make teaching aids, and write lesson plans. It also taught trainees pronunciation and gave them a test on it at the end of the training program. A trainee who passed the test would be afforded a certificate and introduced to teach at a preschool. All the passing trainees would also be recalled to have regular meetings at Happy Land frequently.

Besides, in the fourteen years of Esther's teaching career, she attended many workshops held by various institutes. These workshops covered a variety of topics such as techniques to teach stories, grammar, vocabulary, and reading. She stated,

The workshops I have attended were too many to count... As long as I found a problem of teaching, I would go to a workshop to learn how to solve the problem. (2/16/2013)

Although she found her way to be an English teacher and learned to teach,

Esther still regretted that she was unable to take professional courses in an English department. She firmly believes some courses offered by an English department would extend her knowledge of English teaching.

I have learned child development psychology... If I could take the courses of morphology and syntax, I would understand the language better. If I could obtain the knowledge of ESL (English as a Second Language), I would know more about English teaching. It would be great if I could take the courses from an English department.

(3/9/2013)

Belief as an English Teacher

In this section, Esther's beliefs as an English teacher outside the formal educational system are presented according to the following categories: (1) belief as an English teacher related to belief as a FL learner, (2) belief as an English teacher related to teacher training, and (3) belief as an English teacher related to teaching experience.

Her beliefs as an English teacher related to her beliefs as a FL learner are listed in Appendix 5, and other beliefs related to her teacher training, as well as her teaching experience are presented in Appendix 6.

Belief as an English Teacher Related to Belief as a FL Learner

Three of Esther's beliefs as an English teacher are related to her beliefs as an FL learner. The beliefs as a learner, beliefs as a teacher, and the related critical events in her learning experiences are discussed in this section.

First of all, Esther's belief as an English teacher, "English learning should be connected to students' real lives," is related to her belief as a FL learner, "Learning FLs in context is important." The belief as a learner was derived from her experience of learning English in context by reading English readers, watching English movies,

and using English to communicate in daily life. Esther has experience of learning English for both academic purpose and communicative purpose. Because she found learning English in context rather than by memorizing vocabulary, phrases, and sentences by rote benefitted her long-term retention, as an English teacher, she claimed that her students should not just learn and memorize vocabulary, but should be able to connect the words to their real lives. She explained the idea by giving an example,

When [some of my] students are memorizing the word “cellphone”, there should be the image of a cellphone in their minds. Otherwise, they will be unable to name it when they see the real object.

(3/9/2013)

In fact, she thinks it is the teacher’s responsibility to connect English to students’ real lives in order to improve students’ understanding of the language and benefit their long-term retention.

Some children are learning English as simply an academic subject [like I used to do]. They don’t know English is everywhere in their lives. They don’t know the word “bakery” is a place they pass by every day. Without the connection between the word and their real lives, they tend to forget the word easily. (3/9/2013)

For the reason, Esther prefers teaching her students with authentic materials. She has used maps to introduce foreign countries to her students and taught a tutee to recognize and memorize English words by pasting memos with English names of some housewares on real objects around the house.

As her English learning benefitted from learning in context, she also tried to teach students in her tutoring studio to read stories, play dramas and to learn to use English in context. She stated,

Students learn more than sentences from stories. They also learn to use the sentences from the stories in context and understand the intended meanings of the sentences. (5/7/2013)

Second, Esther's belief as an English teacher that "Students should speak English while learning English," is related to two of her beliefs as a FL learner, "Learning to pronounce words of the target language is important," and "Learning FLs through speaking benefits FL learning." Because she has been shocked by her failure to talk with native speakers for the first time, she hopes her students can have chances to develop their speaking ability while learning. She thinks she obtained the basis of speaking ability by learning the KK Phonetic Symbols at the very start of her own learning, which indeed befitted her later learning. But now most informal educational institutes teach students to pronounce English words by recognizing phonemes of the phonics system instead of the KK Phonetic Symbols. Esther affirms that phonics is essential for students' English learning. She mentioned, "I put emphasis on phonics. Students who have no ideas about spelling usually have problem reading out loud English words" (2/16/2013). Furthermore, she also hopes her students will not be misunderstood by others because of their pronunciation. She provided an example,

Letter A is read [æ]. For example, snack is read as snack because [æ] is a short vowel. But some children's pronunciation of this word sounds like snake. The two words should be pronounced differently. (2/28/2013)

As to learning through speaking, Esther not only obtained long-term retention of what she had uttered, but also learned efficiently from the feedback of whom she talked to. She thinks if her students did not speak English, they would hardly acquire speaking ability. She asserted,

Students must speak English! They speak it and they acquire it.

Listening to teachers speaking is not enough. I hope my students can practice speaking much. (2/16/2013)

Esther also thinks English teachers should encourage students to speak as much as possible without paying too much attention to their errors. She said,

Like learning Mandarin Chinese from their parents, children should practice speaking English a lot. If English teachers want to correct every one of their grammar errors, students won't dare to speak. They will be afraid of making mistakes. (3/9/2013)

Finally, Esther's belief as an English teacher that "Teachers should positively motivate students to learn English" is related to her belief as a FL learner that "Positive learning attitudes benefit FL learning." Esther's positive attitudes toward learning and motivation to learn were emerged from the early stage of her FL learning and enabled her to overcome problems and difficulties throughout the whole learning experiences. She believes students' positive learning attitudes will also help them overcome difficulties in English learning. She said,

Take myself for example, I do like English, so I will overcome difficulties... I will go everywhere to learn English... I am enthusiastic about learning English... If I were not interested in it, I would rather stay home and watch TV. (2/28/2013)

Her intention to encourage students to learn English is in evidence. In order to arouse students' motivation, she usually has them do interesting activities. She mentioned an example,

I made cards before a class. On each of the cards, there was a picture of the phrases I was going to teach in the class. After I taught students these phrases, I had them sit down in a big circle. Then I dealt the

cards. Every student had to put one card in the middle of the circle and read out the phrase in turns. When someone read out the phrase I pitched on in the beginning of the game, everyone had to hit the card as soon as possible. (2/16/2013)

In addition, she thinks teachers should deal with students' errors carefully in order not to discourage learners. She stated,

Young children should be allowed to speak English without worrying about grammar errors... After they grow up, when they need to learn correct grammar, teachers had better correct their errors indirectly, not to have them lose interest in learning English. (2/28/2013)

Esther also obtained valuable feedback from her students while having them do activities. She stated, "Every time I saw children having fun doing activities in my class, I felt fun too" (2/16/2013).

Belief as an English Teacher Related to Teacher Training

Esther's belief as a teacher that "Students of different ages vary in their preferences for learning English" was derived from her teacher training. As a major of Early Childhood Education in the college, Esther had learned the differences between students of different ages from the professional courses on children's education before she started teaching. But she was not really aware of the importance of the notion until she learned it again in the teacher training programs held by informal teacher training institutes. She mentioned, "In the beginning, I tried hard to take training courses for preschool English teachers. Then, I turned to training programs for teachers of older children. Because they [the training programs] are different" (2/16/2013).

She learned the difference between teaching young children and older children from the training programs.

Happy Land (an English teacher training institute) had their trainees attend meetings and give demonstrations... There, I learned that preschool English teachers have to exaggerate their expressions and gestures while teaching in order to attract young children's attention.

(2/16/2013)

Her experience of teaching children of different ages actually verified what she learned from the training programs.

After teaching, I found what the experts said was right... I found children aged from seven to nine are good at listening and speaking, but they have difficulty learning English grammar. They wouldn't understand the concepts of grammar until they entered fifth grade...

(3/9/2013)

Therefore, she thinks English teachers should adopt different teaching methods to teach children of different ages. She said

Children of different ages have different learning preferences... I don't use the methods I use to teach young children to teach older children and teenagers. Otherwise, they wouldn't feel like learning.

(3/9/2013)

Belief as an English Teacher Related to Teaching Experience

Esther's belief as an English teacher that "Teachers should pay attention to students' individual differences" was emerged from her teaching experience.

Teaching English as a one-to-one tutor a teacher in classes of no more than ten students, Esther obtained ample opportunities to observe her students thoroughly.

For students who perform well in English, she would teach them much more than the curriculum requires. She stated, "I will try my best to look for additional materials for students who have learned English for a long time... I have taught my

students *Let's Talk in English* and the elementary level of GEPT (General English Proficiency Test)” (2/16/2013).

On the other hand, as for students who have difficulty learning English, she would spend extra time teaching them again and again. She mentioned one of her students as an example, “Tammy (pseudonym) was not so good at learning English. But she was willing to stay for additional time after the class. I knew she studied hard. She kept making progress” (3/9/2013).

Esther would also adjust her teaching to students’ learning abilities. She learned this by trial and error. She stated,

At first, I produced their [students in After-School-Care Center B] test papers in the way I produced the test papers in English Supplementary School A. Then I felt confused [about their test results]. I seemed to have them lose confidence in learning English. Finally, I made their test papers by adopting questions from their workbooks... Children in different places have different learning abilities. (2/16/2013)

However, Esther does not think that children with different learning abilities should be assigned to different classes because they may perform differently at every learning stage. She asserted,

Children shouldn’t be labeled. Maybe a child learn slowly at the present stage will learn fast later. Take learning languages for example, girls usually learn faster than boys. But some boys are like black horses. They will learn faster than girls at some time. (3/9/2013)

Teaching Decision Inconsistent with Belief as a FL Learner

Some of Esther’s teaching decisions are clearly inconsistent with the three of

her beliefs as a FL learner: “Learning FLs in context benefits FL learning,” “The goal of FL learning is to communicate,” and “Learning FLs through speaking benefits FL learning.” The underlying reasons behind the inconsistencies are her perceived problems in the teaching contexts and the priority of her teacher’s beliefs. Her teaching decisions inconsistent with her beliefs as an FL learner and the underlying reasons are discussed in this section and listed in Appendix 7.

“Learning FLs in Context Benefits FL Learning” V.S. Perceived Problems in Teaching Contexts

Esther used to learn English by reading English readers, watching English movies, and communicating with foreign friends in daily lives—all the three methods provide contexts in which she learned how to use the language properly. However, although she could teach her students to read stories, play dramas and learn to use English in context in her own tutoring studio, due to some contextual factors, she had to give up on the belief while teaching at English supplementary schools and after-school-care centers.

Esther hoped older children could read English readers and go to a bookstore for NESTs’ free storytelling in their free time, but the children had heavy workload. She stated,

I told them [Esther’s students] that they may read English readers or go to the bookstore to listen to stories, but they said they had no time for those... They told me they had too much homework [from school and supplementary schools]... They were under great pressure. They got schoolwork to do and had to learn English after school on two days of a week and learn math on another two days. I am basically talking about elementary school students. (3/9/2013)

When Esther was asked how she would encourage her students to learn

English in context like she used to do. She just said, “I know they are busy. Maybe when they have free time” (3/9/2013).

As mentioned in the previous chapter, English instructions in preschools are of three kinds: whole-day-English, half-day-English, and bilingual. Esther has taught in three bilingual preschools, which emphasized more on the children’s native language education than English, so they neither implemented the English-only policy nor provided an English speaking environment for students. Esther felt she was teaching the preschoolers something rather than a language that could be used in their real lives. She mentioned,

I have visited whole-day-English and half-day-English preschools. There were environments [for children to speak English in]. They [the pupils] got more opportunities to use in English. The bilingual classes had none of these. Although I was teaching English, I felt I was providing some kind of information that could not be used in their daily lives... The schools focused mainly on their Chinese education. (3/9/2013)

Despite the school policy, Esther still tried to teach the pupils in English with the hope that the children would learn to speak. But she received negative feedback from the children. She thus confirmed the importance of an English speaking environment.

I found the children of whole-day-English-only preschools were better at speaking and listening [English than bilingual preschools]. The children in bilingual preschools told me, ‘Please speak Chinese. We don’t understand your English!’ The environment made differences [to children’s listening and speaking abilities]. There

should be environments for children to speak English naturally.

(5/7/2013)

“Learning FLs through Speaking Benefits FL Learning” V.S. Perceived Problems in Teaching Contexts and “Teachers Should Positively Motivate Students to Learn English”

Esther’s teaching contexts and her teacher’s belief that “Teachers should positively motivate students to learn English” contribute to the divergence of her teaching decisions to her belief that “learning FLs through speaking benefits FL learning.”

On one hand, her perceived problems in the teaching contexts—the inappropriate teaching materials, pre-planned schedules of English supplementary schools and after-school-care centers, and the school policies of preschools—gave her few opportunities to have her students learn through speaking. In English Supplementary School A, Esther taught each of her classes two hours a time and twice a week. In the sixty-four teaching hours for a level, there were many materials for her and her students to complete—a textbook, a KK Phonetic book, an English magazine, two workbooks, and two translation exercise books. To meet the schedule, Esther had to teach the many materials in a hurry, especially when she was teaching difficult grammar rules to children. Little time was left for her to enhance the children’s speaking ability. She mentioned,

They [students] were learning difficult grammar rules at English Supplementary School A. Fifth and sixth graders were taught present perfect tense and relative clause... I seldom had time to have them practice speaking [English]. (2/16/2013)

In After-School-Care Center B, Esther had to prepare her students for their school exams in spite of the tight schedule. The extra duty also took her teaching

hours. At first, she was reluctant to teach students for exams because she thought it was unnecessary. She asserted,

In After-School-Care Center B, every time, before their [students'] midterm and final exams, I had to spend my class time preparing them for the exams. I think there were few differences between what they learned at school and in the center... English Grammar wouldn't change. Why did I have to spend [class] time doing this? (2/16/2013)

Gradually, she gave in to the institutional policy. She stated, "I didn't like it, but I got used to it" (2/16/2013).

"English teacher is a vital resource for the language, so we [English teachers] should do our best to teach in English," Esther said, with hesitation, "But it depends on the conditions in each preschool" (3/9/2013). In fact, the bilingual preschools did not give children sufficient exposure to English, so the children had difficulty receiving English-only instruction. Esther uttered,

The preschools I have taught in were bilingual preschools. I couldn't teach in English only because the children's English abilities weren't good enough. They told me they didn't understand what I said. (5/7/2013)

Her belief that "Teachers should positively motivate students to learn English" is also a contributing factor to the inconsistency between her teaching decisions and her belief in learning through speaking. Esther pointed out the differences between her English learning from NESTs and her students' English learning. She explained why she did not copy the NESTs because she thought children did not have as many English words and sentence patterns in their schemata as adults. She did not want them to generate negative attitudes towards English learning. She stated,

The NESTs told us to make sentences with the new words they had

taught... Because most children couldn't make it [make English sentences], I didn't ask them to do it... I tried, but they [the children] told me it was too difficult... We adults have got many sentences "inside" ourselves. For the elementary school students and the preschoolers, they haven't obtained enough words and sentences, so they can't make sentences. (3/9/2013)

"The Goal of FL Learning is to Communicate" V.S. Perceived Problems in Teaching Contexts

Esther's belief as a FL learner about the purpose of FL learning is to communicate, but as an English teacher of junior high school students in informal educational institutes, she had to prepare the students for school tests, which focus on students' reading abilities to fulfill the institutes' requirements. She said,

I emphasize much on the junior high school students' reading abilities because they have to take [school] tests... I am not willing to do that [prepare students for tests], but I am employed [by the language institute]. I have to face the reality. (3/9/2013)

In fact, Esther thinks it was parental expectations on their children's academic achievement that caused the test-oriented trend in English teaching, which resulted in the overloaded work for children. She asserted,

We did this [prepare students for exams] to show their [students'] parents... Some students in After-School-Care Center B even told me that I didn't have to review their school lessons for them because they had learned them [the lessons] at school... But I still had to do it because of their parents' requests. (2/16/2013)

Esther does not think the parental expectations benefit children's acquisition of English.

I hope students in Taiwan can learn to listen to and speak English...

But parents emphasize school achievements. Both students and teachers are under pressure... Children need opportunities to practice speaking English. (2/16/2013)

In conclusion, Esther's FL learning experiences can be divided into two major periods. First, during her early learning period, she was under great academic pressure caused by the JCUEE. She studied English hard by rote and took numerous mock tests in order to pass the exam for years. However, in the later period of her learning, her inability to use English to communicate deeply shocked her. At this turning point, she transferred her focus of learning language structures to language functions.

Esther's teacher's beliefs derived from her FL learning experiences, teacher training, and teaching experience. However, her perceived problems in teaching contexts had her make teaching decisions which violate her beliefs as a FL learner. These problems conclude: the lack of English speaking environment, inappropriate teaching materials, set syllabuses, restricting institutional policies, students' heavy workload, students' low English proficiency level, and serious concern for parental expectation.

Attention should also be paid to the priority of the two of her beliefs as a FL learner—"Learning FLs through speaking benefits FL learning" and "Teachers should positively motivate students to learn English." It is obvious that the latter is prior to the former.

Case 2: Flora

FL Learning Experiences and Belief as a FL Learner

Flora is a compliant and patient thirty-three-year-old woman. She never sets

goals to achieve—either for her study or career; instead, she tends to follow her fate, trying everything that comes her way. She is good at using metaphor to represent her ideas. She has provided a metaphorical description of her own personality characteristic, “I am like a person floating down the river. Wherever the water turns, I turn too” (9/29/2013). In fact, it was the personality characteristic which led her to start her teaching career, which has spanned over ten years. Flora’s FL learning experiences include four stages: junior high school, senior high school, university, and after starting to teach English. Her story is presented below.

Junior High School

Flora started to learn English in junior high school. In the three years in junior high school, she performed best in English among all the subjects. But she had few impressions of her strategies for learning English except her efforts to memorize the texts thoroughly for the first year. She autonomously memorized each text of her English textbooks right after it was taught. She liked repeatedly reading out loud the texts until she could remember them very well. Then she recited the texts to some of her classmates during the break time at school and enjoyed the moment when her classmates cheered her up. She thinks the textbook memorization helped her pass English tests easily throughout the three years in junior high school. She stated,

I could do the test papers. Maybe I got a sense of English by memorizing the texts. Or the texts were where the exam questions came from, so I could answer the questions from memory.

(9/29/2013)

She also mentioned that her repetition of reading out loud the same sentences improved her pronunciation and enabled her to answer test questions by intuition.

I kept reading out loud the same sentences [while I was memorizing texts]... My pronunciation progressed. I could answer the questions

on test paper by intuition and use the sentences to talk to others spontaneously. (10/13/2013)

Apparently, her belief as a FL learner that “Textbook memorization benefits FL learning” derived from the experience.

When Flora was a student, she believed that her concentration and some kind of innate abilities enabled her to acquire knowledge such as languages effortlessly. She said,

When I was doing one thing, I didn’t think about other things. I listened to the [English] teachers and my brain would absorb and engrave what I listened to automatically. (9/29/2013)

Nevertheless, she also thought her lack of some other kind of innate abilities impeded her acquisition of knowledge such as English grammar and math. In fact, she suffered terribly from learning grammatical knowledge. No matter how hard she followed her teachers’ instruction to take notes of grammar rules and do exercises, she had severe difficulty understanding the rules. Thus, she used avoidance as her only strategy to get through the class time. She described the situation of her English lessons in junior high school,

My English teacher asked us to take notes of the grammar rules...

She didn’t explain the rules [to us]. She just said, “Place a subject after a verb to be, do you understand? Let’s do exercises. Let’s do exercises.”... In fact, I didn’t understand. I was painful, so I zoned out every time when she was teaching grammar. (9/29/2013)

Therefore, Flora’s belief as a FL learner that “People’s learning aptitudes vary” derived from the experiences. She stated, “I learned English effortlessly while I learned math so painfully. It is because people differ in their aptitudes” (9/29/2013).

It is noteworthy that Flora’s inhibition about learning knowledge which

required the innate ability which she thought she lacked was generated; she tended to avoid learning the knowledge in class. But she realized it was a must to look for a remedy for what she missed in class in order to prepare for the JHSEE. Thus, every night, she memorized everything necessary for the entrance exam as much as she could until she went to bed at about 3 a.m. However, lacking sleep at night and going to school early in the morning formed a vicious circle; she dozed off often in class and had to stay up late again to make up for what she missed in the day time. She suffered terribly with mental and physical exhaustion during that period of time. She said, “I couldn’t find an effective method to study. I was painful. I think I dozed off in class to evade learning passively” (10/20/2013). Fortunately, her perseverance in memorizing textbooks put herself into the second best senior high school in her city.

To note that, although Flora could pass English tests effortlessly by intuition, she did not know how she passed the tests. She doubts whether her body was controlled by her will. She stated,

I listened to my teachers during classes, and later I passed the tests. I cannot tell you how I made it... I felt like a sensitive plant responding to stimuli. (9/29/2013)

Even worse, she had difficulty in learning the knowledge she thought she had not aptitude for. No matter how hard she tried, she could not acquire the knowledge such as English grammar. Her belief as a learner that “Some people are unable to control their learning situation” emerged at that time.

I did not know what I was doing... I was painful. I knew something was wrong but I could not identify. What was really the problem was that I felt like a body without a soul inside. I was very painful during such a long period of time. (10/20/2013)

Senior High School

Flora started to be aware of the fact that English is more than an academic subject in a one-month study-abroad program in the U.S.A. in the tenth grade. Before the trip, she was most interested in English among all the subjects because she performed best in it. But by living with an American family and learning with students from other countries as part of the study-abroad program, she had plenty opportunities to use English as a language. “I did not make my English learning meaningful until I used it as a language in the U.S.A.,” she said (9/29/2013).

She went on the trip in the year 1997, when a significant historical event happened; Hong Kong was returned to China after it had been leased to the U.K. for ninety-nine years due to the Treaty of Nanking. As a Taiwanese, she expressed her view of the event to her homestay mom while they were watching the news on TV.

“She asked me, ‘What do you think about it?’ With my limited English vocabulary, I just answered, ‘China is China. Taiwan is Taiwan...’ Not everyone has chances to articulate their view toward their own country [to foreign people].” (9/29/2013)

Flora also cherished the unique opportunity to introduce customs of Taiwan when all the students were asked to give presentations in an English course. Her experience of using English to introduce Taiwan to foreign people on the study-abroad trip deeply impressed her and made her feel proud. She stated strongly, “Maybe that moment was the reason why I learned English” (9/29/2013).

Since this experience, Flora started to hold a belief as an FL learner that “FLs are learned to communicate.” Flora asserted, “If FLs are not learned to communicate, learners are learning something else rather than a language” (9/29/2013).

In the last two years of senior high school, Flora’s English teacher taught English in a unique way; instead of teaching the class vocabulary, grammar, and

texts in their textbooks as Flora expected, the teacher organized the students into groups and had them choose topics to interview foreigners on the street and later give a presentation on the results in class. The assignment not only brought Flora opportunities to make use of English she had learned, but let her gain the affirmation from peers for her confidence to initiate conversations with foreigners. “I was an introverted child. But by the activities, I could be noticed [by the teacher and other students],” she mentioned (9/29/2013).

Nevertheless, although Flora was admitted to an English Department in a university as she wished after graduating from senior high school, she thought the unusual teaching method had her miss the chance to enter a better university because it did not develop and expand her English vocabulary size before the JCUEE. She asserted,

I memorized two thousand English words in junior high school, but I didn't know I had to expand them into seven to eight thousands in senior high school. I didn't perform well in the entrance exam because I had to guess the meanings of too many words. (10/20/2013)

Regretting missing the chance to prepare herself better for the JCUEE, she strongly emphasized the necessity and the importance of vocabulary memorizing. Her belief that “Vocabulary memorization is necessary for FL learning” was also emerged from the experience. She stated, “The more vocabulary you know, the more articles you can read and learn from” (10/20/2013).

University

In university, in addition to learning English as her major, Flora also learned Japanese as her second FL as the university required. Because she could not remember anything impressive about her Japanese learning except that she could get passing grades easily, her experiences of learning FLs during university presented

below are all about English.

Having been fond of reading since little, Flora was soon attracted by American and British Literature courses upon entering the English department. She enjoyed following the professors to explore meanings between the lines and was able to sense the details in literary works while many other students were not. She felt proud. She said, “One day the literature teacher said to me with recognition, ‘That was right! You got the point!’” (9/29/2013).

Even though this is the case, the same problem, her lack of some kind of innate abilities still bothered her. She could only earn passing grades on linguistics. She said,

I couldn’t understand [linguistics]... Sometimes I could get the literal meaning of what he [the linguistic teacher] said, but I struggled to figure out the logic of it. (9/29/2013)

Worst of all, the incident intensified her inhibition about learning the knowledge which required the aptitude she lacked. As long as she encountered difficulty learning a subject, she would classify the subject into the knowledge which she could never acquire without trying to overcome the difficulty. Take learning linguistics for example, she said, “I couldn’t understand [linguistics]. I was not linguistic material. I did not know what it is... I could only earn passing grades on it” (9/29/2013).

Apparently, her belief as a learner that “People’s learning aptitudes vary” was reinforced by the experience.

In the English department, Flora enjoyed ample chances to speaking English with other people. Each of the professors spoke English at teaching and most of the students liked to talk with each other in English. She learned a lot from her classmates, especially international students. Flora admired them and enjoyed

speaking English with them. The students sometimes corrected her errors in grammar and usage of spoken English. She mentioned,

Because they [the international students] had received US-based education, they expressed their feelings directly... They would said, 'You shouldn't say so. You should say...' I learned much more from peers in university than those in senior high school. (10/13/2013)

Because Flora's classmates would correct her usage of English, she got into the habit of thinking deeply about what to say before uttering a sound; hence she made considerable progress in spoken English in university. From this experience, she started to hold the belief that "Learning FLs through speaking benefits FL learning."

After Starting to Teach English

In the second year of Flora's English teaching career, although she thought she had no such aptitude to acquire English grammar, in order to be a competent English teacher, she determined to make a try. She began to do the exercises in grammar books. Surprisingly, she found herself became able to acquire the knowledge. After that, she developed a habit to check out and memorize the grammar rules beforehand and then explain the rules to children in her own words in class. She said, "I use my words to explain the grammar to children, so that it would be easy for them to understand" (10/13/2013).

After learning English grammar seriously, Flora started to be aware of the importance of grammar learning and would try to make grammar learning easier for her students. In retrospect, she found herself had few chances to learn grammar in the last two years in senior high school for she learned English mainly by interviewing foreigners and giving presentations.

Honestly, I think I learned little [English in senior high school]. I didn't feel that I learned new grammar [rules] or sentences... For

example, students should learn present tense in the seventh grade; past tense in the eighth grade; and present perfect tense in the ninth grade...I don't think I learned any grammar rules in the last two years of senior high school. (9/29/2013)

By recognizing the importance of grammar learning and regretting herself did not learn grammar well before, her belief that "Grammar learning is important to FL learning" was emerged.

Not only for her teaching jobs but for her personal achievement, Flora never stopped learning English by herself. She keeps doing grammar exercises and memorizing vocabulary hard. She said, "I have been learning English all my life, but I don't think my English is good enough. So I keep learning it every day" (10/13/2013).

When Flora was thirty-two, she learned Spanish two hours a week for two months in a community college. At this time, from the viewpoint of a language teacher with ten-year teaching experience, Flora thought she should take the opportunity to learn the language well, so she studied hard. She memorized every new word her Spanish teacher had taught. She said, "I teach, so I understand that students are more or less reluctant to study. I made myself study hard or I wouldn't learn it [Spanish] well" (9/29/2013). Unexpectedly, although she studied Spanish harder than English, she could not acquire Spanish as effortlessly as she learned English when she was younger. She thought she lost her aptitude to acquire a FL effortlessly. She was confused. She mentioned, "I wasn't as smart as before. When I was young, I learned English effortlessly. I didn't spend much time studying it" (9/29/2013). After a session, mainly because there was no clear objective to achieve by learning Spanish, Flora gave up learning the language. "I was learning something that I didn't know where to use," she said (9/29/2013).

To conclude, Flora's belief as a learner that "Textbook memorization benefits FL learning," "People's learning aptitudes vary," and "Some people are unable to control their learning situation" were emerged at the early stage of her FL learning. Except for "Textbook memorization benefits FL learning," the other two beliefs were derived from her negative learning experience. Moreover, "People's learning aptitudes vary" even developed her inhibition about learning the knowledge she thought she was unable to acquire.

Flora started to be aware of FL's language functions and hold the belief that "FLs are learned to communicate" during the study-abroad program in the U.S.A. However, although she also obtained chances to speak English in the last two years in senior high school by interviewing foreigners, she thought she thus missed chances to enlarge her vocabulary size and learn grammar well to prepare herself better for the JCUEE. Her beliefs "Vocabulary memorization is necessary for FL learning" and "Grammar learning is important to FL learning" were closely connected to her barely satisfactory performance in the entrance exam. Later, in the English department, Flora's ample opportunities to learn from the international students made her started to believe that "Learning FLs through speaking benefits FL learning."

About ten years after graduating from university, Flora learned Spanish as her FL. Unexpectedly, she found herself could no longer acquire a FL as easily as before, but she became able to acquire the knowledge of grammar which had been considered impossible for her. Flora's beliefs as a FL learner and related critical events are listed in Table 4.3.

Table 4.3 Flora's Beliefs as a FL Learner and Related Critical Events

Related Critical Events	Beliefs as a FL learner
Her textbook memorizing enabled her to pass English tests easily throughout the three years in junior high school.	"Textbook memorization benefits FL learning."
She could acquire some knowledge effortlessly but had difficulty learning other knowledge.	"People's learning aptitudes vary."
She did not know how she passed some tests easily and had difficulty in learning the knowledge she had no aptitude for.	"Some people are unable to control their learning situation."
During the study-abroad program in the U.S. A., she gained opportunities to use English to communicate and introduce Taiwan to foreign people.	"FLs are learned to communicate."
Her insufficient vocabulary size had her miss the chance to be admitted to a better university.	"Vocabulary memorization is necessary for FL learning."
She learned much by learning through speaking with her classmates in the English department.	"Learning FLs through speaking benefits FL learning."
She started to recognize the importance of English grammar after studying grammar seriously and regretted that she did not learn English grammar well in senior high school.	"Grammar learning is important to FL learning."

English Teaching Experience

Flora has been teaching English to students aged from two to sixteen years old

outside the formal educational system for over eleven years. When she was a senior in university, she accepted her first part-time teaching job offered to her and found herself enthusiastic about teaching the young children in the child care center. Thus, after graduation from university, she accepted the opportunity to be a full-time English teacher in English Supplementary School A.

However, wondering if there were possibilities to enter other career paths, she left the job and gave herself several months to look for a new job. Nevertheless, continuous rebuffs had her realize that teaching English was still the most suitable job for her because of her familiarity with the working environment. She came back to English teaching with stronger determination.

Flora has been a part-time English teacher in various teaching contexts. From twenty-three to thirty, she taught English at After-School-Care Center A, English Supplementary School B, Preschool A, and two tutee's homes. After thirty, she obtained a teaching job in Preschool B and taught there for two years.

At present, she has been teaching junior and senior high school students to prepare for the beginning and intermediate levels of General English Proficiency Test (GEPT) in Supplementary School C and young children in the Storytelling Class for three years. Table 4.4 shows the wide spread of experience and teaching contexts that Flora has in English teaching.

Table 4.4 Flora's Experience of English Teaching

Time	Flora's Age	Institutes	Students' Ages	Duration
2003	22	A child care center	2-4	Several months
2003-2004	22-23	English Supplementary School A	6-12	12 months

2004-2005	23-24	After-School-Care Center A	7-12	12 months
2005	24	A tutee's place	10	Several months
2005-2006	24-25	A tutee's place	16	12 months
2005-2011	25-30	After-School-Care Center A	7-15	5 years 6 months
2005-2011	25-30	English Supplementary School B	7-15	5 years 6 months
2005-2011	25-30	Preschool A	2-6	5 years 6 months
2011-2013	30-32	Preschool B	2-6	2 years
2011-2013	30-33	English Supplementary School C	11-16	2 years 4 months
2011-2013	30-33	A storytelling class	2-6	2 years 4 months

Teacher Training

In addition to the course of English Teaching Flora took in the English department, she also attended teacher training programs in English Supplementary School A in the beginning of her teaching career. English Supplementary School A provided a series of English teacher training programs, consisted of six levels of courses for novice teachers. After finishing one of the courses, a trainee would be asked to give a teaching demonstration, and the trainers would evaluate whether the trainee could pass the level or had to retake the course. Flora passed four levels of the courses in the year she worked in Supplementary School A.

Besides, Flora has constantly taken part in many English teaching workshops held by various organizations since she started teaching English. She mentioned,

I have attended almost all kinds of workshops that you can think of at my own expenses. I am enthusiastic about extending my knowledge of English teaching. (10/5/2013)

She recognizes that attending workshops benefits her teaching because she

would be stimulated to see her teaching from different perspectives. She said, Thoughts different from mine would stimulate me to think outside the box... Sometimes I cannot find my blind spots because people around me think in the same way. Attending workshops is good for me. (10/5/2013)

Belief as an English Teacher

In this section, Flora's beliefs as an English teacher outside the formal educational system are presented according to the categories: (1) belief as an English teacher related to belief as a FL learner, (2) belief as an English teacher related to teacher training, and (3) belief as an English teacher related to teaching experience. Her beliefs as a teacher related to her beliefs as a learner are listed in Appendix 8, and other beliefs related to her teacher training and her teaching experience are presented in Appendix 9.

Belief as an English Teacher Related to Belief as a FL Learner

Four of Flora's beliefs as an English teacher are related to her beliefs as an FL learner. The beliefs as a learner, beliefs as a teacher, and the related critical events in her learning experiences are discussed in the following paragraphs.

First of all, Flora's belief as an English teacher that "Vocabulary and grammar are the foundation of English learning" is related to her beliefs as a FL learner that "Vocabulary memorization is necessary for FL learning" and "Grammar learning is important to FL learning." As her own insufficient vocabulary size was partially responsible for her barely satisfactory scores in the JCUEE, she thinks vocabulary is essential for her students' English learning. She said, "Without [learning and memorizing] vocabulary, students learn little" (10/20/2013). As to grammar, she recognizes the importance of grammar learning, but she also understands how painful students will be if they lack the ability to comprehend grammar rules like she

used to do. Moreover, she also thinks if students do not have the capability to understand the grammar rules, no matter how hard she explains the rules to them, they will not understand. Thus, she usually has her students memorize grammar patterns first. She stated,

I still explain the rules to them, but I hope they memorize the sentence patterns first whether they can understand them [grammar rules] now or in the future. (10/20/2013)

Flora's objective of teaching is to build up her students' foundations of English learning by teaching them vocabulary and grammar. She stated,

What I want to give them [her students] are [the knowledge of] vocabulary and grammar. With the foundation [of vocabulary and grammar], they may learn whatever they want to learn [about English]. (10/20/2013)

Second, Flora's belief as an English teacher that "Teachers should give students opportunities to speak English" is related to her belief as a FL learner that "Learning FLs through speaking benefits FL learning." Because her English improved much through speaking with the international students and learning from their feedback in the English department, she thinks her students' English learning will also benefit from speaking. "The more they [her students] speak [English], the better they can speak," she said (10/13/2013). Flora also thinks English teachers should provide ample opportunities for learners to practice speaking the language. Especially, she hopes preschoolers can learn English via speaking. She said,

When I teach preschoolers, I expect them to speak English. So I tell them stories and teach them to sing... I always felt glad when they answered my questions in English. (10/5/2013)

It is noteworthy that Flora could speak English fluently with little attention to

her grammar errors before she studied English grammar. She described her feelings when speaking English with attention to her grammar errors,

After I studied grammar, I was afraid [to make grammar errors] while speaking English. For example, I couldn't be sure whether I should say "a book" or "the book". I had to stop [speaking] to think about it.

(10/13/2013)

Therefore, she thinks if English teachers pay too much attention to students' accuracy of spoken language, students will feel uncertain while speaking, and then their fluency will be impeded. Actually, Flora found some of her students exemplified the idea—the teenagers, especially those who obtained high grades in GEPT. They worried too much while speaking English. They tended to ensure the accuracy of grammar before making an utterance, so their spoken English was not as fluent as preschoolers who pay little attention to accuracy and grammar rules. She mentioned,

They [my students] once asked me whether they should say "gold mountain" or "golden mountain?" Actually, it doesn't matter because listeners can infer the meaning... With worries [about accuracy], they [students] can't speak fluently. (10/13/2013)

In addition, Flora emphasizes English teachers should not only have the knowledge of grammar rules, but should correct students' errors carefully. She said, "Teachers should judge how to correct students' errors according to their teaching experience" (10/13/2013).

In fact, Flora hopes all the English learners in Taiwan can have opportunities to speak English in their daily lives. She said, "It would be great if English learners in Taiwan can speak English as naturally as they speak Taiwanese." (10/20/2013)

Then, Flora's belief as an English teacher that "Some students are not aware of

their English learning” is related to her belief as a FL learner that “Some people are unable to control their learning situation.” Flora recognizes her learning at the early stage was an uncontrollable situation, in which she did not know how she passed some exams and had difficulty in learning the knowledge required the aptitudes which she lacked. Remembering how painful she was, she fully understands why some students learn English painfully, so she has an empathy with the students. She said, “I understand the reason why some students often zone out in class” (9/29/2013). In order to shorten such students’ painful period, she will try to “awaken” them—either by arousing their interests to learn or stimulating them to think. She explained,

They will be very painful unless they metamorphose by themselves one day... I know how painful it is because I was struggling in the same situation for the three years in junior high school... Maybe I can make them awake for a while to look around the world they are in. (10/20/2013)

She provided an example of how she tried to arouse preschoolers’ interest to learn,

Once when I was telling young children a story about a witch... I brought bicarbonate soda and other ingredients to the class...I pretended I was a witch and performed the magic by mixing all the ingredients to produce a lot of foam... Their motivations to learn English might be aroused at that moment. (10/20/2013)

Finally, Flora’s belief as a teacher that “Students’ learning aptitudes vary” is related to her belief as a learner that “People’s learning aptitudes vary.” When Flora was a student, she learned some subjects such as English and literature easily while encountering difficulty acquiring the knowledge

such as English grammar and linguistics. Having the contrasting feelings of learning as a learner, Flora thinks this is the reason why her students perform differently in learning English. She said, “Some students learn English with difficulty but others learn effortlessly. This is because everyone has different aptitudes” (10/5/2013).

However, although Flora’s English learning benefitted from textbook memorization, she does not think every learner has the ability to memorize texts. Therefore, among the examination questions of the junior-high-school English tests, she completely opposes to the translation questions for which students have to write exactly the same sentences as the ones in their textbooks. She thinks the translation questions are testing students’ ability to memorize sentences rather than their understanding of English the language; it is not fair to children who lack the ability to memorize. She asserted,

I think textbook memorization helped me to learn the language because I read out loud the sentences repeatedly before I recited them... Not every student has the ability to memorize texts. [In such tests], students’ lack of the ability to memorize texts will be evaluated as the lack of English ability. (10/05/2013)

Furthermore, Flora’s finding that some students have the ability to acquire English grammar reinforced the belief as a teacher that “Students’ learning aptitudes vary.” She said,

Some students joined one of my classes in the middle of the course, but they performed better [than old students]... I know some of my students can comprehend grammar rules because they have asked me many questions about grammar rules. Unlike me, these students are able to acquire the knowledge. (10/20/2013)

As Flora used to struggle to learn what she had no aptitude for, she thinks to push hard some students who have no aptitude for English will help them little but make them feel stressed and painful. Therefore, as an English teacher, she will not push the students too hard. Similarly, she will also convince the students not to push themselves too hard if they have tried their best but still cannot achieve satisfying results. She stated,

Everyone has different strengths. I once told a child, “You keep studying hard. It is enough.” I said so because students like him usually put too much pressure on themselves. (9/29/2013)

In addition, she will also persuade these students’ parents not to impose too much pressure on their children. She mentioned her experience,

First, I asked the student’s parent whether the child was interested in other subjects. Then I persuaded the parent that her girl should spend more time doing what she was interested in than what she was poor at. (10/13/2013)

Belief as an English Teacher Related to Teacher Training

Flora’s belief as a teacher that “Teachers do not need to take students’ errors too seriously” was derived from her teacher training. In the beginning of her teaching career, Flora learned a set of teaching skills in the teacher training program in English Supplementary School A. In the training program, she also learned the Spiral Learning Theory which indicates that it is not necessary for teachers to treat students’ errors too seriously because, in a spiral curriculum, complex concepts will be taught again at later stages while the difficulty of learning materials is gradually increasing (Bruner, 1996). She stated,

Don’t take students’ errors too seriously... In the teacher training program of English Supplementary School A, I learned the [Spiral

Learning] theory that if a student doesn't learn something in a lesson, it will be fine because he or she will learn it again in the next lesson.

(10/13/2013)

Therefore, Flora does not treat students' errors seriously—especially when they use code switching. She stated, “It is fine with me that they add some Chinese words in their English sentences when they speak English. Because it shows that they are internalizing English the language” (10/13/2013).

She mentioned two other reasons why teachers do not have to worry too much about students' errors. First, like she used to learn much from her classmates' feedback, she thinks her students can also learn from peer correction. So she likes to have students work in groups. She mentioned an activity she assigned to her students,

I divided them up into groups and gave each group one color of popsicle sticks. Then I asked them to collect different colors of sticks by asking other groups questions in English. (10/13/2013)

Then, Flora found that young children's higher frequency of using code switching in spoken language have them become proficient at switching between different languages. She stated,

The younger they are, the more fluent they are speaking English mixed with Chinese. [That is the reason why] young children are good at switching between languages. [To guard the fluency in their spoken language,] it is not necessary to correct every of their grammar errors. (10/13/2013)

Belief as an English Teacher Related to Teaching Experience

Flora's belief as an English teacher that “Students vary in their preferences for and purposes of English learning” was derived from her teaching experience.

Teaching students aged from two to sixteen and coming from different places, Flora explored proper ways to teach the great diversity of students by trial and error. One example is the difference between her experience of teaching junior and senior high school students in After-School-Care center A and English Supplementary School C. Flora taught at After-School-Care center at the age of twenty-eight. At that time, she did not know how to communicate with the teenagers, and they did not listen to her. Five years later, she changed her way of talking to students of the same ages when teaching at Supplementary School C, and the new way worked successfully.

She mentioned an experience of having the students pay attention to her.

Once during a class, they [the students] were distracted by something else... I asked them ‘Am I not pretty so you don’t want to look at me?’ Then I started to stroke my hair and asked them, ‘Am I pretty now?’ I made everyone laugh happily... And I drew their attention back. (10/20/2013)

In the beginning of her teaching career, Flora thought she should teach preschoolers in a childish manner and teach teenagers in a serious manner. However, in the tenth year, on a whim, she adopted the opposite manners to teach them. Surprisingly, the change made her teaching jobs easier. She could not explain how this happened, but she inferred, “They [the preschoolers] all became calmer. Maybe because the preschoolers are unstable, their teachers have to be stable, and the teenagers are still missing the days of their early childhood” (10/20/2013).

The students that Flora has taught are also vary in the areas they lived in. The most obvious difference exists between the children living in downtown and remote districts. They are different in both of their learning performance and feelings toward learning. She stated,

The children whose school districts are in downtown are more

engaged in learning and are used to intense competition, but they look unhappy. Some of them need to take psychiatric medication...

The children living in remote districts look stronger and happier, but they do not perform well in exams. (10/5/2013)

According to her experience of teaching Preschool B in a remote district, Flora believes the children living in places with limited learning resource are eager for knowledge. She mentioned,

The preschoolers in the country always gave their whole attention to the stories I was telling...I remember when I first time found that they were listening to me attentively, I was touched...I realized that they were eager to learn. But there were few [educational] resources [in the remote area]. (10/5/2013)

On the contrary, some children living in a downtown area were too busy learning everything. Flora has tried to persuade their parents to stop their English learning in a supplementary school. She said,

I told a mother her son was learning too many [subjects] in supplementary schools. I asked her to think about it. It's not necessary to learn every subject [in supplementary schools]. Her child had to go to supplementary schools from Monday to Saturday.

That was awful! (9/29/2013)

Considering the fact that every student's life goals vary, Flora thinks English is just one of the vehicles for them to achieve the goals. English may not be necessary for them to achieve their personal goals, but may bring them some kinds of opportunities in the future. She drew an analogy between learning English and learning fishing to explain,

Someone who is learning fishing may not be a fisherman in the future.

But, by talking about fishing skills, maybe he or she will win the favor of his or her business clients who like fishing in the future.

(10/20/2013)

Flora is indeed an English teacher, but she does not think her students' life goals have to be about the language. She asserted, "Since it is fate that some children become my students, I will try hard to teach them. They don't have to have great achievements in English because they may have great accomplishments in other aspects" (10/20/2013).

Teaching Decision Inconsistent with Belief as a FL Learner

Some of Flora's teaching decisions are obviously inconsistent with the three of her beliefs as a FL learner: "Textbook memorization benefits FL learning," "FLs are learned to communicate," and "Learning FLs through speaking benefits FL learning." The underlying reasons behind the inconsistencies are her perceived problems in the teaching contexts and the priority of her teacher's beliefs. Her teaching decisions inconsistent with her beliefs as an FL learner and the underlying reasons are discussed in this section and listed in Appendix 10.

"Textbook Memorization Benefits FL Learning" V.S. Perceived Problems in Teaching Contexts

Some of Flora's teaching decisions are diverged from her belief as a FL learner that "Textbook memorization benefits FL learning. Although she really thinks her students' English learning may benefit from reading out loud and memorizing like what she used to do, considering the fact that she would not be able to meet the fixed and tight teaching schedules given by the informal educational institutes, she gives up on teaching her students to do it. Take English Supplementary School C for example, in a normal class in which most of the students had learned English less than three years, there were one textbook, two activity books, two translation

exercise books, two notebooks, and one KK Phonetic exercise book for Flora to complete in 48 teaching hours. Even worse, in a GEPT class in which most students were junior high school students having more than three years of experience of learning English, not only did Flora have to teach them to do the exercises from the GEPT, but she also had to help them review their school lessons. In the class, there were students in 7th, 8th, and 9th grades, from three junior high schools which adopted different versions of English textbooks; therefore, Flora had to review totally nine versions of English textbooks for them. She said, “The schedule is really tight. I don’t even have enough time to teach them GEPT” (10/05/2013).

The least Flora can do is to teach her students to memorize some English sentences as long as she has a little time; she also displays her willingness to help students who volunteer to memorize texts. She stated, “What I can do is to teach them to memorize sentences. If any student is willing to learn more, I will teach him or her to memorize texts” (10/13/2013).

“FLs are Learned to Communicate” V.S. “Students Vary in Their Preferences for and Purposes of English Learning”

Flora’s belief as a teacher that “Students vary in their preferences for and purposes of English learning” contradicts her belief as a FL learner that “FLs are learned to communicate.” She thinks her students’ purposes of English learning depend on themselves. Students have their own life goals to achieve, and English ability is something may be helpful in the process. To explain the idea, she drew an analogy between her English teaching and the video game *Super Mario*. The role she plays in her students’ learning is like the mushrooms (aids in the shape of mushrooms) in the game, which can make Mario, the major character in the game, stronger and more capable. She described,

They [my students] get something from me like Mario gets the

mushrooms. They may not achieve their personal goals even if they have the “mushrooms,” but they will become stronger and more capable to fight against their “enemies.”... Since they are my students, I should give them something. (12/22/2013)

For the possibility that English ability may contribute to her students’ accomplishments in whatever aspects to some degree, Flora does her best to help them learn English. To ensure the students, especially the older ones who are under examination pressure, are moving forward, she sets short-term goals for them according to their vocabulary size; they should acquire two thousand English words when graduating from elementary school; four thousand, junior high school; and seven thousand, senior high school. Flora hopes they can work towards the goals. She stated,

Their goals are simple—to increase their vocabulary size to two thousand [words], four thousand [words], and then seven thousand [words]. After they have learned seven thousand words, [what they shall do] depends on what they want to do. They can do whatever they want to. (12/22/2013)

“Learning FLs through Speaking Benefits FL Learning” V.S. Perceived Problems in Teaching Contexts

Contextual factors led to the inconsistencies between Flora’s belief as a FL learner that “Learning FLs through speaking benefits FL learning” and some of her teaching decisions. As an English teacher in informal educational institutes, especially in after-school-care centers and English supplementary schools, Flora seldom had a chance to have her students learn English through speaking. In most of two kinds of institutes, she taught each of her classes twice a week and two or one and a half hour per time. Due to the limited teaching hours, whether Flora had

chances to develop her students' speaking ability depended on the teaching materials.

Some teaching materials contained exercises of four skills. She mentioned,

The teaching materials of English Supplementary School B had a set pattern in teaching listening, speaking, reading, and writing... In view of the balance in teaching four skills, the series of teaching materials were recommendable. (10/05/2013)

Other materials focused on only grammar learning; however, taking the limited teaching hours into consideration, Flora thinks grammar teaching is a clear and achievable goal for teachers to reach.

There were only grammar rules to teach in the textbooks of After-School-Care Center A... That was a clear and definite task... Considering that there were only four teaching hours per week, I think the materials are appropriate. If teachers have to fulfill the expectation of teaching students four skills, time for each part will be even less. (10/05/2013)

Due to the set syllabuses and inappropriate teaching materials, Flora chose to build her students' foundations of English learning by enhancing their knowledge of vocabulary and grammar instead of following her belief to improve their language skills. She asserted,

The best way to learn a FL is to improve listening, reading, writing, and speaking skills. But the question is whether there is enough time [for teachers] to do it [teach the four skills]. Considering that I had less than four hours [a week] to teach a class [in the supplementary schools]. I had to make my choice. Under the conditions, I decided to build their foundations of English learning by enhancing their vocabulary and grammar. When they have the foundations, they will

have the abilities to learn what they want. (10/05/2013)

In addition, the absence of the English speaking environment is also a reason why Flora decides to teach her students vocabulary and grammar instead of listening and speaking. She stated,

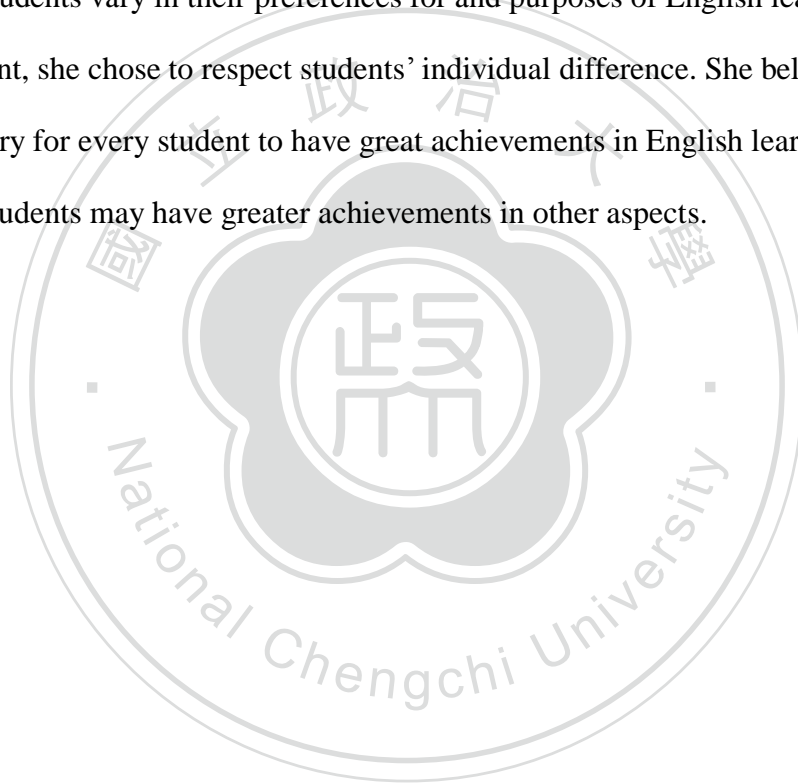
Students should learn grammar well. After that, as long as they are in an [English speaking] environment, they will know how to speak [English]. Without speaking environments, speaking [English] is meaningless, so I don't insist on having them practice speaking [English]. (10/5/2013)

In conclusion, Flora's FL learning experiences consisted of both positive and negative experiences. At the early stage, she memorized English textbooks autonomously and after that, English became an easy subject to her. However, although she could learn some knowledge easily, she went through a painful period, learning other knowledge which she had difficult learning for academic purpose. Her inhibition about learning knowledge which required the ability which she lacked was also developed. In senior high school, she started to be aware of the language functions of FLs and enjoyed learning English by interviewing foreign people on the street. But she deeply regretted that she missed the chance to prepare herself better for the JCUEE because she did not enlarge her vocabulary size and learn grammar well in senior high school. Finally, she became an English major, and her English improved much through speaking with the international students. Her belief as a FL learner emerged from these positive and negative learning experiences. Because she learned much through speaking with her classmates in the English department, she started to believe learning FLs through speaking benefits FL learning.

Flora's beliefs as an English teacher derived from her beliefs as a FL learner, teacher training, and teaching experience. Nonetheless, she still made teaching

decisions inconsistent with her beliefs as a FL learner by virtue of the following problems in teaching context: lack of English speaking environment, inappropriate teaching materials, set syllabuses, restricting institutional policies, students' heavy workload, students' low English proficiency level, and serious concern for parental expectations.

Most important of all, a contradiction was also found between two of Flora's belief as a learner that "FLs are learned to communicate" and a belief as a teacher that "Students vary in their preferences for and purposes of English learning." On this point, she chose to respect students' individual difference. She believes it is not necessary for every student to have great achievements in English learning because some students may have greater achievements in other aspects.





CHAPTER 5

CROSS-CASE ANALYSIS AND DISCUSSION

The present study examined the formation of teachers' beliefs of two English teachers outside the formal educational system as well as explored the underlying reasons behind the inconsistencies between their teaching decisions and beliefs as FL learners. This chapter is to address the research questions by carrying out a cross-case analysis and discussing the research findings. This way, a fuller understanding of the teachers and the informal educational contexts can be reached.

R. 1.1. What are the Two English Teachers' Prior Language Learning Experiences?

R. 1.2. What are Their Beliefs as FL Learners?

The two teachers' FL learning experiences and beliefs as FL learners are demonstrated separately in the previous chapter. As mentioned above, the teachers from informal teaching context hold beliefs in both cognitive and affective aspect. Their beliefs in cognitive aspect emerged from their remarkable experiences of success and failure in learning while their beliefs in affective aspect were closely connected to their strong feelings about learning. The finding is consistent with those of the existing studies (Borg, 2006; Johnson, 2006; Shao, 2012). The two participants' different academic backgrounds suggest that the two teachers' academic backgrounds did not influence the relationship between their prior learning experiences and beliefs as FL learners.

Furthermore, Esther's case exemplified the notion that motivation to learn and positive beliefs may facilitate learning (Bailey et al., 1996; Cotterall, 1999; Tanaka

& Ellis, 2003). Her fondness for English and determination to be an English teacher enabled her to overcome difficulties and finally made her dreams come true. On the contrary, Flora's belief that "People's learning aptitudes vary" developed her inhibition about learning specific knowledge. Her case proved that some learners' beliefs are detrimental to their learning (Peacock, 1999).

However, it was found that the teachers' objectives of learning played an important role in the formation of their beliefs as learners. As examinees of the JHSEE and JCUEE, their futures were determined by the results of the two entrance exams. Esther's objective of learning was to study in an English department and consequently become an English teacher. In other words, she wanted to learn English well and be a competent English teacher, so the effective learning methods which she thought benefitted her English learning were imprinted in her mind and further became her beliefs.

On the contrary, although Flora did not set an obvious objective of her learning, as we can see in her story, she intended to enter prestigious schools. In junior high school, because Flora could not accept the gap between the high scores she wanted to achieve on every subject and the scores she actually obtained, she was painful and thus struggled to figure out ways to solve her learning problems. Flora's beliefs that "People's learning aptitudes vary" and "Some people are unable to control their learning situation" were derived from the negative experiences. More obviously, after the JCUEE, although she was admitted to an English department as she wished, she deeply regretted that she could not enter a better school. She was regretful about not preparing herself better for the JCUEE by enlarging her vocabulary size and learning English grammar well. Her beliefs about the importance of the two language elements were closely connected to her experience of failure in the JCUEE.

This study revealed that English teachers outside the formal educational system hold beliefs as FL learners derived from their prior learning experiences, and their objectives of learning play an important role in the formation of their beliefs as FL learners.

R. 2.1. How are the Teachers' Beliefs as FL Learners, Teacher Training, and Teaching Experience Related to the Formation of Their Beliefs as English Teachers?

As aforementioned, both Esther and Flora hold beliefs as English teachers relevant to their beliefs as FL learners, teacher training, and teaching experience. To address this research questions, their beliefs as English teachers are discussed according to these relevant facets.

Beliefs as English Teachers Derived From Beliefs as FL Learners

Some of the two teachers' beliefs as English teachers were directly connected to their beliefs as FL learners as mentioned in previous chapter (see Appendix 5 and Appendix 8). On one hand, drawing upon their experience of success and failure, the two teachers deeply believed that their students should learn in the same way they used to learn successfully in hopes that the students would emulate their success without falling into the same old traps. On the other hand, the teachers would either positively motivate students to learn or demonstrate empathy for the students who faced the same difficulties they had encountered before. The findings are in accordance with the results of a number of studies that language teachers' learner beliefs are of their pedagogical concern (e.g. Bailey et al., 1996; Borg, 1999; Johnson, 1994), and language teachers intend to integrate the pleasant part rather than the negative part of their own learning experience into their teaching practice (Numrich (1996).

However, the belief that the two teachers held about the purpose of FL learning—to communicate—was not connected to their beliefs as English

teachers. Although they emphasized much on communicative competence when talking about their own FL learning, no substantial evidence was found in their utterances to support the idea that the objectives of their students' English learning were to communicate. Although Esther's belief that "English learning should be connected to students' real lives" seems to be relevant to communicative purpose, she mentioned that it was for students' long-term retention of the language. In addition, neither can Flora's belief that "Textbook memorization benefits FL learning" be connected to her beliefs as an English teacher.

The study discovered that only a part of the beliefs as FL learners of English teachers are related to their beliefs as teachers in the informal teaching environment.

Beliefs as English Teachers Derived from Teacher Training

The two teachers' beliefs as English teachers are relevant to their teacher training (see Appendix 6 and Appendix 9). Esther had the notion that students of different ages vary in their preferences in learning, and Flora learned a concept that there was no need to take students' errors too seriously. Both are directly related to one of their beliefs as English teachers. The result is congruent with those of the studies discussed above (Chu & Yeh, 2003; Freeman, 1993; Urmston, 2003).

Nonetheless, although both of the two teachers claimed that they had attended many training programs in informal educational institutes, each of them mentioned only one belief related to their teacher training. Even though they do have beliefs related to their teacher training, the connections are not as strong as those from other studies. In Freeman's research (1993), four teachers' beliefs and teaching practice were all influenced by the professional education. Urmston (2003) also found that the teachers' beliefs were strongly influenced by the teacher training course. In

comparison to these studies, the influence of teacher training on Esther and Flora is much less obvious.

However, the finding is not in contradiction to Borg's (2003) assertion in his review article that teacher training do influence teacher beliefs, but the extents of the influence vary, depending on individual situations. Other researchers also pointed out that the strengths of impact that teacher training made on teachers' beliefs would be different on grounds of the range of the programs (e.g. intensive short-term certificate courses or master's programs) (Borg, 2006; Özmen, 2012) and the intensity of trainee teachers' prior beliefs (Almarza, 1996; Borg, 2006; Özmen, 2012). Furthermore, the extent of the influence which Esther's and Flora's beliefs as FL learners exerted on their beliefs as teachers was much greater than their teacher training. This also exemplified what was found in Almarza's (1996) research that, although teacher education considerably had teachers modify their teaching behaviors, it was unable to change their beliefs as learners emerged prior to the courses.

The present study discovered that the influence of informal teacher training programs on English teacher's belief is limited, not as strong as the influence of their prior FL learning experiences.

Beliefs as English Teachers Derived from Teaching Experience

The two well-experienced English teachers in this study both modified their teaching by trial and error, and the important modifications arouse their beliefs as English teachers (see Appendix 6 and Appendix 9). Esther believed that English teachers should pay attention to students' individual differences not only because she had experience of teaching students with competent performance and inadequate performance, but she once frustrated students by giving them tests which were unsuitable to their level. Her teacher's belief that "Teachers should

pay attention to students' individual differences" was derived from her teaching experience. As to Flora, having overcome difficulty teaching students of different ages and explored ways to teach students in different areas, she believed that students vary in their preferences for and purposes of English learning. She held a belief that "Students vary in their preferences for and purposes of English learning." This study thus revealed that both of the two English teachers outside the formal educational system modified their teaching on grounds of their teaching experience. This finding is in accordance with those of other studies on in-service language teachers (e.g., Breen, 1991; Crookes & Arakaki, 1999).

Nevertheless, the two teachers' beliefs derived from their teaching experience only focus on students' conditions such as paying attention to their individual differences. Beliefs in cognitive aspect such as how to teach effectively by adopting different pedagogical approaches were not found. The finding is different from those of the studies which emphasized the change of teacher's beliefs in cognitive aspect (Liao, 2007; Nunan 1992; Tsui, 2003) but is in accordance with the findings of some other studies that discovered teachers' attention on students' conditions (Bailey et al., 1996; Breen, 1991; Sanchez & Borg, 2014).

This study discovered that, although teachers from informal educational institutes may not have similar teaching experience as formal teachers, they also hold beliefs derived from their teaching experience, especially about students' conditions.

R. 2.2 Why are Some of Their Beliefs as FL Learners not Realized in Their Teaching?

Some of Esther's and Flora's beliefs as English teachers indeed emerged from their learning experiences (see Appendix 5 and Appendix 8). Both of the two

teachers hold firm beliefs as English teachers related to their beliefs as FL learners derived from their learning experiences in cognitive aspect as well as in affective aspect. The finding is inconsistent with those of the existing studies (e.g., Goodman, 1988; Numrich, 1996; Shao, 2012; Wang, 2005)

Nonetheless, as aforementioned, some of the two teachers' teaching decisions were inconsistent with their beliefs as FL learners, including the absence of their belief that the purpose of FL learning is to communicate (see Appendix 7 and Appendix 10). The underlying reasons behind the inconsistencies are their beliefs as English teachers and perceived problems in teaching contexts, which are discussed below.

Beliefs as English Teachers V.S. Beliefs as FL Learners

As discussed in chapter four, contradictions between their beliefs as FL learners and as English teachers were found in both of the two cases (see Appendix 7 and 10). As the examinees of the two strict entrance examinations, the JHSEE and the JCUEE, both of the two teachers used to be under great academic pressure. After becoming English teachers, they demonstrated deep empathy for their students who were also under academic pressure. Obviously, they cared about their students' conditions much more than their academic achievements, so their beliefs in affective aspect were prior to those in cognitive aspect. The finding is consistent with those of the previous studies (Nespor, 1987).

However, it is noteworthy that, although Flora did not think vocabulary memorization and grammar learning were enjoyable tasks, she still insisted on teaching her students vocabulary and grammar and claimed that the two elements were the foundations of her students' English learning. On the surface, it seems that Flora cared about her students' learning methods more than their feelings. In fact, this was related to her failure in the JCUEE. Because of her insufficient vocabulary

size and ignorance of grammar, she could not enter the university she liked. She felt regretful. She insisted on teaching her students vocabulary and grammar because she did not want them to repeat her mistake.

The study discovered that English teachers in the informal educational institutes who used to be the examinees of the JHSEE and the JCUEE would demonstrate empathy for students who were under academic pressure. They cared about students' feelings of learning and hoped students would not repeat their mistakes.

Perceived Problems in Teaching Contexts V.S. Beliefs as FL Learners

The two English teachers in the informal educational contexts did make teaching decisions diverged from their beliefs as FL learners by virtue of the problems they encountered in teaching contexts. They made such modifications because they tended to fulfill the requirements from the contexts. One of Flora's statements well exemplified the situation, "Whatever [teaching] context I am in, I would adjust myself to it" (10/05/2013). The finding is in accordance with those of the reviewed studies (Basturkmen, 2012; Borg, 2003; Fang, 1996).

However, as presented in Appendix 7 and 10, the present study found only the problems which have been discovered by other studies, but also revealed other problems which have not been found in other educational contexts. The problems similar to the findings of other studies are: set syllabus and students' heavy workload (Crookes, 1997; Farrell, 2003), restricting institutional policies (Farrell, 2003; Gorsuch, 2000; Kurihara & Samimy, 2007; Pennington & Richards, 1997), and students' low English proficiency level (Pennington & Richards, 1997). The other problems which have not been revealed in other educational contexts are: lack of English speaking environment, inappropriate teaching materials, and serious concern for parental expectation.

All the problems can be further categorized into five groups (See Table 5.1). First, there was no English speaking environment in their students' learning context. Esther had difficulty having young children in the bilingual preschools learn English in context. Neither did Flora insist on teaching her students learning English through speaking. She asserted, "Without contexts, speaking [English] is meaningless" (10/5/2013). Second, as aforementioned, limited by the teaching materials and syllabuses included in the curricula, both of the English teachers gave up on teaching their students English through speaking. Third, because of the school policies, the teachers had to prepare their students for school exams although they did not think it was necessary. Fourth, the teachers would make teaching decisions inconsistent with their beliefs as FL learners about some learning methods because they took students' conditions into consideration. Finally, the last and most important, both of the two English teachers felt that parental expectation for children's academic achievements is the chief reason responsible for students' academic pressure. In order to represent students' achievements in English learning, teachers in informal educational institutes had to prepare them for school exams.

Table 5.1 The Teachers' Perceived Problems in Their Teaching Contexts

Belonged Group	Problem
1. Students' learning context	Lack of English speaking environment
2. Curriculum	Set syllabus
	Inappropriate teaching materials
3. School policy	Restricting institutional policies
4. Students' conditions	Students' heavy workload
	Students' low English proficiency level

The present study revealed that the two English teachers outside the formal educational system did not adhere to their beliefs as FL learners because of the groups of perceived problems in the teaching contexts: (1) students' learning context, (2) curriculum, (3) school policy, (4) students' conditions, and (5) parents' expectation.

R. 3. How do the Two Teachers' Beliefs as English Teachers outside the Formal Educational System Develop?

As presented in Figure 5.1, the teachers' beliefs as FL learners, teacher training, and teaching experience all contributed to the formation of their beliefs as English teachers. However, only a part of their beliefs as learners can be connected to their beliefs as teachers. They would make teaching decisions inconsistent with some of their beliefs as FL learners because of their perceived problems in teaching contexts. They would also abandon some of their beliefs as learners due to the contradictions between their beliefs as learners and as teachers.

Owing to their experience of been the examinees of the strict entrance exams under great academic pressure for many years, the two English teachers outside the formal educational system tended to pay much attention to students' conditions. The evidence is obvious. First, even though they had to fulfill the institutional requirements, they still paid much attention to their feelings of learning (i.e., to persuade their parents not to push them too hard). Second, when two of their beliefs conflicted with each other, the beliefs about students' conditions were considered prior to the ones about pedagogical approaches. The teachers cared about their

students' feelings of learning much more than their learning achievements. Their roles in students' learning are helping them to fight with their academic pressure rather than exerting pressure on them.

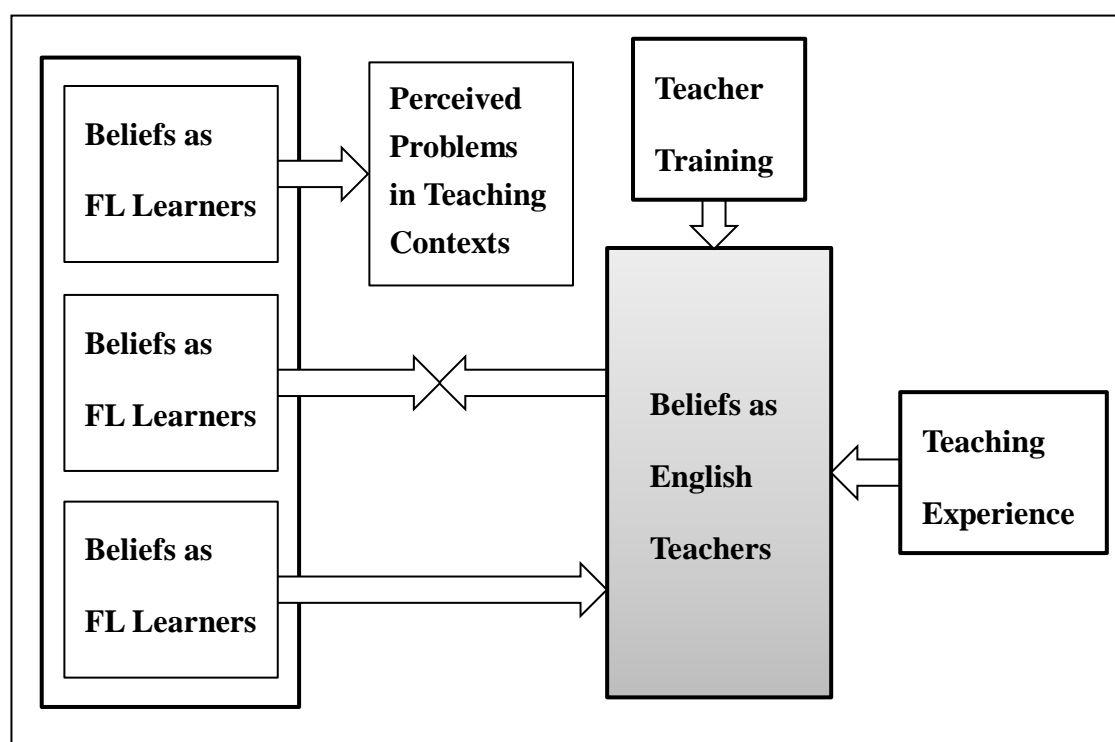


Figure 5.1 The Formation of Teachers' Beliefs as English Teachers outside the Formal Educational System

In conclusion, the study discovered that, English teachers outside the formal educational system in Taiwan are like language teachers in other teaching contexts, holding beliefs derived from their FL learning experiences, teacher training, and teaching experience. Their beliefs as English teachers emerged from their beliefs as learners concluded beliefs in both cognitive and affective aspect. Their beliefs related to their informal teacher education are not as many as the beliefs relevant to their learning experiences. Their beliefs derived from their teaching experience mainly focused on students' conditions.

However, inconsistencies were found between the two teachers' teaching

decisions and their beliefs as FL learners for reasons of their perceived problems in their teaching contexts and their beliefs as teachers. The perceived problems are about: (1) students' learning context, (2) curriculum, (3) school policy, (4) students' conditions, and (5) parents' expectation.



CHAPTER 6

CONCLUSION AND IMPLICATIONS

The present study is a qualitative case study on the formation of teachers' beliefs of two English teachers outside the formal educational system. The study suggests that teachers' beliefs as FL learners, teacher training, and teaching experience may contribute to the formation of their beliefs as English teachers, and their perceived problems in teaching contexts and the priority of their beliefs may cause inconsistency between their beliefs as learners and teaching decisions. This chapter presents a summary of the study, pedagogical implications, limitations of the study, and suggestions for further research.

Summary of the Study

The study aims to explore the formation of the beliefs as English teachers of two teachers outside the formal educational system, adopting a qualitative case study method. The participants, Esther and Flora, are two English teachers with rich experience of teaching students aged from two to sixteen at various informal educational institutes. Data collection methods are in-depth interviews in semi-structure of format. Holistic-content approach was employed to present their life histories, including their FL learning experiences and English teaching experience. The life stories are also the contexts for their beliefs to be discussed in. On the other hand, categorical-content approach was applied to analyze their beliefs as FL learners as well as English teachers. The findings revealed that the two teachers outside the formal educational system held beliefs as English teachers

derived from their prior learning experiences, teacher training, and teaching experience. However, the teachers would make teaching decisions inconsistent with their beliefs as FL learners by virtue of their perceived problems in teaching contexts and their beliefs as English teachers. For the sake of the perceived problems, they would abandon their beliefs about pedagogical approaches. Their beliefs about pedagogical approaches would also yield to their beliefs which concern about students' conditions. Although the teachers were unable to change the teaching materials, depart from the syllabuses, or violate the institutional policies, they still paid attention to students' feelings of learning and tried not to frustrate them. The two participants' perceived problems in their teaching contexts which caused them to make teaching decisions inconsistent with their beliefs as FL learners are about: (1) students' learning context, (2) curriculum, (3) school policy, (4) students' conditions, and (5) parents' expectation.

Pedagogical Implications

The present findings contribute to the understandings of the teaching and learning contexts outside the formal educational system. First of all, although the JHSEE and the JCUEE have been abolished for over a decade and replaced by the Multiple Schemes for Entering Senior High Schools and the Multiple University Entrance Exam, one major goal of most of the informal educational institutes involved in the study is still to improve the students' academic achievements. Second, as discussed above, Prawat (1992) proposed that language teachers would be the major obstacles for education reform when they firmly adhere to beliefs in inopportune pedagogical approaches. However, in the present study, it is found that both of the two teachers believed that the purpose of FL learning is to communicate. They also held beliefs about language function instructions. But the realization of

the beliefs was constrained by their perceived problems in teaching contexts: the lack of English speaking environment, inappropriate teaching materials, set syllabuses, restricting institutional policies, and parental expectations for children's academic achievements. It is hoped that the findings may provide a useful insight of the teaching and learning contexts outside the formal educational system.

Limitations of the Study

Despite the case study's advantages, it does have some limitations. First, this case study only reveals the formation of the two particular teachers' beliefs as English teachers. A broad understanding of the educational contexts outside the formal educational system will be gained if more cases are investigated. Then, the findings of the study are based on the teachers' reported practice, which may not be real. Moreover, even though the information of various informal institutes was obtained through the present study, what is presented here is only the tip of the iceberg; educational institutes, belonging to private business, may not have uniform institutional policies. The involvement of more institutes may gain deeper understanding of such informal contexts. Finally, the trustworthiness of the qualitative research was guarded by having the interview questions tested on another English teacher with experience of teaching in informal educational institutes, conducting the interviews in quiet places, and carrying out an extra interview to check the transcripts, clarify confusions, and obtaining details of particular events. But if more research instruments can be adapted, such as classroom observation, more comprehensive understanding may be achieved.

Suggestions for Further Research

This study has demonstrated the informal educational contexts from the

perspectives of two English teachers. However, the understanding of the teaching and learning contexts must be enriched. The opinions from other aspects such as informal educational institutes, students, and parents are necessary for expanding the understanding of the informal educational context. Furthermore, as presented in previous chapters, informal English teacher training programs exerted limited influence on the two teachers' beliefs in the present study. The finding is much different from those of the reviewed study which advocated the strong influence of teacher education programs on teacher's belief. More efforts of researchers are invited to get a deeper understanding of the informal English teacher training situation.

Conclusion

Learning English outside the formal educational system has been considered a must among students and parents for decades. However, the teaching and learning contexts have not been understood deeply enough. The present study revealed the formation of English teachers' beliefs is related to their learning experiences, teacher training, and teaching experience. But teachers may make teaching decisions inconsistent with their beliefs as FL learners for reasons of their perceived problems in teaching contexts and their beliefs as teachers. We wish that this study has provided an insight into the informal educational contexts of Taiwan and to help researchers, educational policy makers, informal educational institutes as well as parents to better understand the learning and teaching situation outside the formal educational system.

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Appendix 1 Questions for the First Interview

FL learning experiences

Topic Question:

Can you tell me about your experiences of learning FLs?

When did you start learning FLs?

Suggested Questions:

I. Language Learning Background

1. What FLs have you learned?
2. When did you learn the FLs?
3. What motivated you to learn the languages? What did you learn the languages for?
4. In what institutes did you learn the FLs? What was the time for the classes? How long have you learned at each institute?
5. What were your motives for starting and stopping learning at these institutes?
6. How did you learn the languages? Do you think there were advantages or disadvantages of learning FLs in these ways?
7. How did your teachers teach languages? Were there any teachers or classroom activities impressive? Do you think there were any advantages or disadvantages of the teachers' teaching methods?
8. What language did your teachers apply most to teach FLs? Do you think there were advantages or disadvantages of applying the language for teaching?
9. What textbooks have you studied? Do you think there were advantages or disadvantages of these textbooks?

10. When you learned FLs, were there any assignments or evaluations that impressed you? Can you tell me more about them?

II. Feelings about Learning Languages

11. How did you feel when you learned these FLs?

12. Are you satisfied with your achievements in learning these FLs? If so, can you tell me more about the experience of your achievements?

13. Was there anything about learning the languages that dissatisfied or frustrated you? If so, can you tell me about it?

14. Was there anything ever made you stop learning? Can you tell me about it?

15. Was there anything impressive while you were learning these FLs? Can you tell me about it?

16. Do you have any experience of using FLs in your life? Can you share it with me?

17. From where did you learn the knowledge and techniques of teaching English? Can you share with me?

18. Have you ever attended any English teacher training programs or lectures about teaching English? If so, when did you attend them and what were the contents of them? Do you think there were any advantages or disadvantages of the programs or lectures?

19. Have you ever met someone or something impressive in English teacher training programs or lectures about teaching English? Can you share with me?

20. Is there anything you want to learn about English teaching at present? If so, in what aspect of knowledge or techniques is it?

Appendix 2 Questions for the Second Interview

English teaching experience

Topic Question:

Can you tell me about your experience of teaching English?

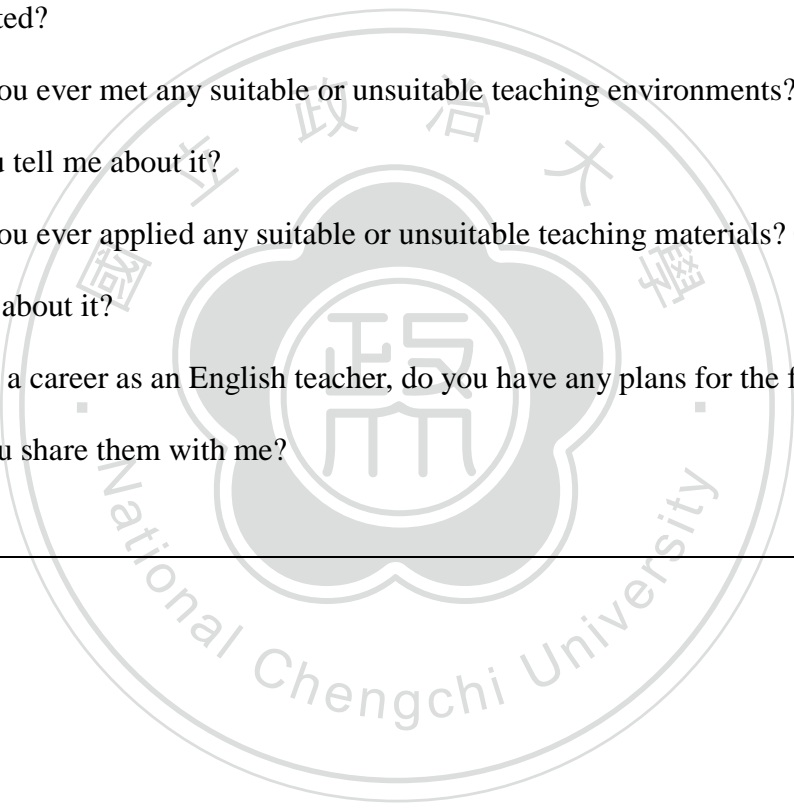
Suggested Questions:

Languages Teaching Background

1. When did you start teaching English?
2. How did you start teaching English?
3. In what institutes have you taught English? Where were they?
4. Can you share the opening of teaching at each institute with me?
5. Can you share the reason for leaving each institute with me?
6. How long have you taught in each institute? What was the time for the classes? How long was each class for?
7. Who were the students you taught at each place?
8. What textbooks and teaching materials have you applied? Do you think there were any advantages or disadvantages of them?
9. What tests or evaluations have you applied? Do you think there were any advantages or disadvantages of them?
10. What were the learning objectives you set for your students at each institute?
What did you want them to acquire?

Feelings about Teaching English

11. Are you satisfied or unsatisfied with your achievements in teaching English?
Why?
12. In your teaching experience, did anything give you a feeling of achievement?
Can you share it with me?

- 
13. In your teaching experience, was there anything about teaching English that dissatisfied or frustrated you? Can you tell me about it?
14. Was there anything impressive in your teaching experience? Can you tell me about it?
15. Have you ever met any students impressive? Can you tell me about it?
16. Have you ever thought if there were what kinds of assistance from what institutes, your English teaching or students' learning would be probably benefitted?
17. Have you ever met any suitable or unsuitable teaching environments? If so, can you tell me about it?
18. Have you ever applied any suitable or unsuitable teaching materials? Can you tell me about it?
19. Having a career as an English teacher, do you have any plans for the future? Can you share them with me?

Appendix 3 Questions for the Third Interview

Beliefs as FL learners

Aptitude for FL Learning

1. According to your learning experience, do you think there is or not difference between children's and adults' abilities for learning FLs? Why or why not?
2. According to your learning experience, do you agree or disagree some people have a special ability for learning FLs? Why or why not?
3. What do you think of your ability for learning FLs? Can you give me illustrations?
4. Do you think it is easier or more difficult for someone who has learned a FL to learn another one? Why or why not?
5. According to your learning experience, what do you think of the FL learning abilities of people who are good at mathematics or science?
6. According to your learning experience, do you think there is or not difference between men's and women's abilities for learning FLs? Why or why not?
7. According to your learning experience, what do you think of Taiwanese' abilities for learning FLs? Can you give me illustrations?
8. What do you think of the people who can speak more than one language?
9. According to your learning experience, do you agree or disagree that everyone can learn to speak a FL? Why or why not?
10. While you were learning FLs, did you think or not think that you could learn to speak the languages well?

The Difficulty of FL Learning

According to your learning experience, do you think there is difference or not among the difficulties of learning different FLs? Why or why not?

11. Comparing with learning other languages, what do you think of the difficulty of learning English?
12. According to your learning experience, if someone spent one hour a day learning a FL, how long do you think it would take him or her to speak the language very well? Why?
13. According to your learning experience, what do you think of the differences between the difficulties of listening and speaking a FL?
14. According to your FL learning experience, what do you think of the differences between aural/oral skills and literacy skills? Can you tell me about it?

The Nature of FL Learning

15. What do you think of the role that FL cultures play in FL learning?
16. Do you agree or disagree that it is best to learn a FL in the target language speaking country? Why or why not?
17. According to your FL learning experience, what do you think is the most important part to learn?
18. Do you agree or disagree the most important part of learning FLs is learning how to translate? Why or why not?
19. According to your learning experience, what do you think of the similarities and differences between learning FLs and other subjects? Can you tell me about it?

Learning Strategies

20. Do you agree or disagree that it is important to speak FLs with an excellent pronunciation? Why or why not?
21. According to your learning experience, do you agree or disagree someone should not say anything in a FL until he or she can say it correctly? Why or why not?
22. In your learning experience, did you have the experience of practicing a FL with

native speakers? If so, how did you feel?

23. In your FL learning experience, while you were reading, what did you do when you met a word that you did not know?

24. Do you agree or disagree that it is important to repeat and practice a lot while learning a FL? Why or why not?

25. When you were a FL learner, how did you feel while speaking the language with others?

26. Do you agree or disagree if beginning learners are permitted to make errors in English, it will be difficult for them to use the language later on? Why or why not?

27. According to your learning experience, what role do you think multimedia devices (e. g., cassettes, CDs, DVDs, and computers) play in FL learning? Why or why not?

Motivations and Expectations

28. Do you think or not think that people in Taiwan feel that it is important to speak FLs? Why or why not?

29. Do you agree or disagree that your motivation to learn FLs was to know native speakers better? Why or why not?

30. Did you want to or not want to have native speakers as your friends when you were a FL learner? Why or why not?

31. Do you agree or disagree that your motivation to learn FLs was to have better opportunities for a good job? Why or why not?

32. When you were a FL learner, did you want to or not want to learn to speak the FLs well? Why or why not?

Appendix 4 Questions for the Fourth Interview

Beliefs as English teachers

Language Structure

1. How important or not important do you think teaching English grammar to your students? Do you think your students can or cannot learn grammar consciously? Why or why not?
2. Do you think English teachers should or should not correct students' oral errors? What will you do when you find students' oral errors? Why?
3. Do you think or not think your students need to understand grammar rules of English in order to become fluent in English? Why or why not?
4. Do you think or not think your students can create lots of new sentences when they understand some basic grammar rules? Why or why not?
5. When you are teaching, do you think or not think you should provide clear, frequent, precise presentations of English grammar rules?

Language Function

6. Do you think or not think your students should understand what they are saying in English? Why or why not?
7. How do you think about teaching your students meaningful communication?
8. Do you think you should focus on what your students are trying to say or how they say it? Why or why not?
9. When your students make oral errors, if you can understand what they are trying to say, do you think or not think you should ignore the errors? Why or why not?
10. Do you think you should teach your students how to speak English or let them begin speaking on their own? Why or why not?

Language Skills

11. Do you think or not think your students should listen to, practice, and remember the language which native speakers use? Why or why not?
12. When your students make oral errors, will you or will you not provide them with a lot of oral practice with the sentence patterns which they do not understand well? Why or why not?
13. If your students practice English sentence patterns, do you think or not think them can make up new sentences based on the sentence patterns they have already practiced?
14. Do you think or not think English is a set of behaviors which can be mastered through lots of drill and practice with the sentence patterns?
15. Do you think or not think your students need to acquire some of the basic listening and speaking skills before they can begin to read and write? Why or why not?

Reflections on Prior Learning Experiences

16. How do you teach new English words? Have you applied the teaching methods that your teachers applied? If so, can you give me illustrations?
17. How do you teach listening and speaking skills? Have you applied the teaching methods that your teachers applied? If so, can you give me illustrations?
18. How do you teach students reading and writing skills? Have you applied the teaching methods that your teachers applied? If so, can you give me illustrations?
19. Have you ever shared your FL learning experience with your students? If so, which parts did you share?

Teaching Students of Different Ages

20. Do your teaching methods have the same or different parts while teaching

students of different ages? Can you give me illustrations?

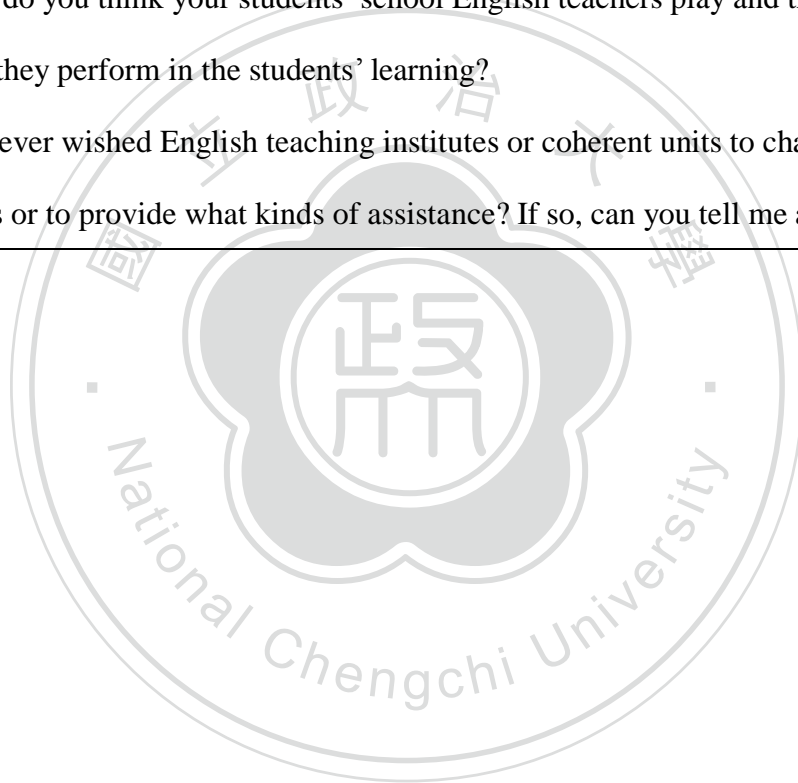
21. Do the goals you set for your students of different ages have the same or different parts? Can you give me illustrations?

Teaching as an English Teacher outside the Formal Educational system

22. What do you think of the importance of you in your children's English learning process? What role do you play and what functions do you perform in their learning?

23. What role do you think your students' school English teachers play and the functions they perform in the students' learning?

24. Have you ever wished English teaching institutes or coherent units to change in what ways or to provide what kinds of assistance? If so, can you tell me about it?



Appendix 5 Esther's Beliefs as an English Teacher Related to Her Beliefs as a FL

Learner		
Beliefs as an English Teacher	Related Beliefs as a FL Learner	Related Critical Events in Her Life Story
“English learning should be connected to students’ real lives.”	“Learning FLs in context benefits FL learning.”	At the early stage, she learned how to use words and sentence patterns in context by learning from English readers and English movies. At the later stage, she learned English by communicating with native speakers in daily life.
“Students should speak English while learning English.”	“Learning to pronounce words of the target language is important.”	Her ability to pronounce English words by recognizing the KK Phonetic Symbols enabled her to memorize English words effectively.
	“Learning FLs through speaking benefits FL learning.”	She learned spoken English efficiently from the feedback of NESTs and obtained long-term retention of what she had said.
“Teachers should positively motivate students to learn English.”	“Positive learning attitudes benefit FL learning.”	Her positive motivation to learn English enabled her overcome difficulties in learning.

Appendix 6 Esther's Beliefs as an English Teacher Related to Her Teacher

Training and Teaching Experience

Related Factors	Beliefs as an English Teacher	Critical Events in Her Life Story
Teacher training	“Students of different ages vary in their preferences for learning English.”	She learned at the teacher training institutes that teachers should adopt different teaching methods to teach young children and older children.
Teaching experience	“Teachers should pay attention to students’ individual differences.”	She learned from trial and error that different assignments should be given to students based on their learning abilities.

Appendix 7 Esther's Teaching Decisions Inconsistent with Her Beliefs as a FL

Learner		
Her Beliefs as a FL Learner	Teaching Decisions Inconsistent with the Beliefs	The Underlying Reasons behind the Inconsistencies
“Learning FLs in context benefits FL learning.”	She did not encourage her students to learn in context like she used to do.	Perceived problems in teaching contexts: 1. Lack of English speaking environment 2. Restricting institutional policies 3. Students' heavy workload 4. Students' low English proficiency level
“Learning FLs through speaking benefits FL learning.”	She hardly had her students practice speaking.	Perceived problems in teaching contexts: 1. Inappropriate teaching materials 2. Set syllabuses 3. Restricting institutional policies 4. Students' low proficiency level
	She did not ask older students to learn new words by making sentences because that might frustrate them.	Her belief as an English teacher: “Teachers should positively motivate students to learn English.”

“The goal of FL	She had to teach her students	Perceived problems in teaching
learning is to	for academic purpose.	contexts:
communicate.”		1. Restricting institutional
		policies
		2. Serious concern for parental
		expectation



Appendix 8 Flora's Beliefs as an English Teacher Related to Her Beliefs as a FL

Learner		
Beliefs as an English Teacher	Related Beliefs as a FL Learner	Related Critical Events in Her Life Story
“Vocabulary and grammar are the foundation of English learning.”	“Vocabulary memorization is necessary for FL learning.”	Her insufficient vocabulary size had her miss the chance to be admitted to a better university.
	“Grammar learning is important to FL learning.”	She started to recognize the importance of English grammar after she studied it thoroughly.
“Teachers should give students opportunities to speak English.”	“Learning FLs though speaking benefits FL learning.”	She learned much by learning through speaking with her classmates in the English department.
“Some students are not aware of their English learning.”	“Some people are unable to control their learning situation.”	She did not know the reasons why she could learn some subjects effortlessly but had difficulty acquiring other knowledge.
“Students' learning aptitudes vary.”	“People's learning aptitudes vary.”	She found herself acquiring some knowledge effortlessly while having difficulty learning other knowledge.

Appendix 9 Flora's Beliefs as an English Teacher Related to Her Teacher

Training and Her Teaching Experience

Related Factors	Beliefs as an English Teacher	Critical Events in Her Life Story
Teacher training	“Teachers do not need to take students’ errors too seriously.”	In a teacher training program, she learned Spiral Learning Theory which proposed the idea.
Teaching experience	“Students vary in their preferences for and purposes of English learning.”	She explored proper ways to teach the diversity of students by trial and error.

Appendix 10 Flora's Teaching Decisions Inconsistent with Her Beliefs as a FL

Learner		
Her Beliefs as a FL Learner	Teaching Decisions Inconsistent with the Beliefs	The Underlying Reasons behind the Inconsistencies
“Textbook memorization benefits FL learning.”	She did not teach her students to read out loud and recite texts like she used to do.	Perceived problems in teaching contexts: 1. Inappropriate teaching materials 2. Set syllabuses 3. Restricting institutional policies
“FLs are learned to communicate.”	She thinks her students' purposes of English learning depend on themselves.	Her belief as an English teacher: “Students vary in their preferences for and purposes of English learning.”
“Learning FLs through speaking benefits FL learning.”	She gave up on enhancing her students' English speaking ability.	Perceived contextual factors: 1. Lack of English speaking environment 2. Inappropriate teaching materials 3. Set syllabuses 4. Restricting institutional policies 5. Serious concern for parental expectation