

APPENDICES

Appendix 01: Johnson, K. (1992) Beliefs Inventory: Approaches to ESL instruction

Directions: Please read all 15 statements. Then select 5 statements that most closely reflect your beliefs about how English as a second language/English as a foreign language should be taught.

1. Language can be thought of as a set of grammatical structures which are learned consciously and controlled by the language learner.
2. As long as ESL/EFL students understand what they are saying, they are actually learning the language.
3. When ESL/EFL students make oral errors, it helps to correct them and later teach a short lesson explaining why they made that mistake.
4. As long as ESL/EFL students listen to, practice, and remember the language which native speakers use, they are actually learning the language.
5. ESL/EFL students generally need to understand the grammatical rules of English in order to become fluent in the language.
6. When ESL/EFL students make oral errors, it usually helps them to provide them with lots of oral practice with the language patterns which seem to cause them difficulty.
7. Language can be thought of as meaningful communication and is learned subconsciously in non-academic, social situations.
8. If ESL/EFL students understand some of the basic grammatical rules of the language, they can usually create lots of new sentences on their own.
9. Usually it is more important for ESL/EFL students to focus on what they are trying to say and not how to say it.
10. If ESL/EFL students practice the language patterns of native speakers they can make up new sentences based on those language patterns which they have already practiced.
11. It is important to provide clear, frequent, precise presentations of grammatical structures during English language instruction.
12. Language can be described as a set of behaviors which are mastered through lots of drill and practice with the language patterns of native speakers.
13. When ESL/EFL students make oral errors, it is best to ignore them, as long as you can understand what they are trying to say.
14. ESL/EFL students usually need to master some of the basic listening and speaking skills before they can begin to read and write.
15. It's not necessary to actually teach ESL/EFL students how to speak English; they usually begin speaking English on their own.

From: Johnson, K. (1992). The relationship between teachers' beliefs and practices during literacy instructions for non-native speakers of English. *Journal of Reading Behavior*, 24, 83-108.

Appendix 02: Horwitz's (1987) Beliefs Inventory about Language Learning

Directions: Please read the following statements about language learning. For each statement indicate if you agree or disagree with the statement (1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree). For numbers 22 and 23, circle your answer.

1. It is easier for children than adults to learn a foreign language	1	2	3	4	5
2. Some people have a special ability for learning foreign languages.	1	2	3	4	5
3. Some languages are easier to learn than others.	1	2	3	4	5
4. People from my country are good at learning foreign languages.	1	2	3	4	5
5. It is important to speak English with excellent pronunciation.	1	2	3	4	5
6. It is necessary to know about English-speaking cultures in order to speak English.	1	2	3	4	5
7. You shouldn't say anything in English until you can say it correctly	1	2	3	4	5
8. It is easier for someone who already speaks a foreign language to learn another one.	1	2	3	4	5
9. People who are good at mathematics or science are not good at learning a foreign language.	1	2	3	4	5
10. It is best to learn English in an English-speaking country.	1	2	3	4	5
11. The most important part of learning a foreign language is learning vocabulary words.	1	2	3	4	5
12. It is important to repeat and practice a lot.	1	2	3	4	5
13. Women are better than men at learning foreign languages.	1	2	3	4	5
14. It beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	1	2	3	4	5
15. The most important part of learning a foreign language is learning the grammar.	1	2	3	4	5
16. It is easier to speak than understand a foreign language.	1	2	3	4	5
17. It is important to practice with cassette tapes/ CDs.	1	2	3	4	5
18. Learning a foreign language is different than learning other academic subjects.	1	2	3	4	5

19. People who speak more than one language are very intelligent.	1	2	3	4	5
20. Everyone can learn to speak a foreign language.	1	2	3	4	5
21. It is easier to read and write English than to speak and understand it.	1	2	3	4	5
22. English is: (a) a very difficult language (b) a difficult language (c) a language of medium difficulty (d) an easy language (e) a very easy language					
23. If someone spent one hour a day learning a language, how long would it take them to speak the language very well? (a) less than a year (b) 1-2 years (c) 3-5 years (d) 5-10 years (e) you can learn a language 1 hour a day					

Adapted from: Horwitz, E. (1987). Surveying students beliefs about language learning, in Anita Wenden and Joan Rubin, *Learner Strategies in Language learning*, 127-8. Prentice Hall, Englewood Cliffs, New Jersey.

Appendix 03: Interview Questions

Topic 1: Teacher's Background Information

- I. Current Teaching Situation
 - A. Teaching load
 1. What is the number of classes that you have per week? What is their grade level?
 2. How long is one class?
 3. How is the working load decided?
 4. How do you feel about the teaching load (too much, just right)? Do you think the loading affects your teaching?
 - B. Class 502 & 504
 1. How many students in the classes?
 2. What is the students' level of proficiency?
 3. What is the nature of the students?
 4. How are the classes alike or different?
- II. Personal Experience
 - A. Basic Facts
 1. What is your age/age range?
 2. What is your nationality
 - B. Family Background: (To be asked in later sessions)
 1. How many family members? Interaction between them?
 2. Do you think you're a <strict/other adjective> teacher? Why?
 - C. Personality: (To be asked in later sessions)
 1. Do you think your classroom practices reflect own personality? If so, how?
 - D. For NEST: Reason for coming to Taiwan
 1. Why did you choose to come Taiwan and not other countries? And why teach English and not take up other jobs?
 2. How long have you stayed in Taiwan and what are your future plans (stay in Taiwan permanently or leaving in a few years?)
 3. How do you like Taiwan so far?
 - E. Previous work experience (not as a teacher)
 1. Have you held other jobs not as a teacher? If so, what type?
 2. How long did you stay at each job?
 3. Why did you leave those jobs?
 4. Do you think the experience has influenced your teaching in any way?
- III. Schooling and Instruction
 - Non-NEST
 - A. Learning English as second language
 1. Could you describe previous experiences learning English (formal and informal learning)?
 2. Do you think the learning experience has any influence on current English teaching? If so, in what ways?
 - B. Previous English teachers
 1. What are your general impressions of English teachers you've had?
 2. Were there any memorable English teachers? Why are they memorable compared to others?
 3. Do you think those memorable teachers have some influence on your current beliefs about teaching, learning or any other aspects of education?

If so, how?

- C. Learning other languages
 - 1. Could you describe your experience learning other languages, if any?
 - 2. How does it compare with learning English?
 - 3. Do you think learning other languages has some influence on your English learning/teaching?

NEST

- A. Learning other languages
 - 1. Could you describe your experience learning other languages, if any?
 - 2. Do you think learning other languages has some influence on your English learning/teaching?
- B. Impression of language teachers
 - 4. Were there any memorable language teachers? Why are they memorable compared to others?
 - 1. Do you think those memorable teachers have some influence on your current beliefs about teaching, learning or any other aspects of education? If so, how?

IV. Professional Coursework (Teacher Training) & English as a Profession

- A. Education background
 - 1. Could you describe the education you received in these several stages: high school, college, graduate school
 - 2. Do you think the education you received (e.g., courses, teachers,) has influence on your teaching beliefs and practices? If so, how?
- B. Pre-service teacher Training
 - 1. Why did you choose to become an English teacher?
 - 2. Could you describe the type of training (e.g. programs, coursework, internship) you took to become a teacher? How long were the training?
 - 3. Native: Pre-service teacher training in Hsin Chu
 - i. What was the content of pre-service training?
 - ii. How long were the training? Did you have to go each year?
 - iii. Who took part in the training (NESTs only)? Who trained the teachers?
 - iv. Do you think the training helps in actual classroom? If so, how? Does it influence your teaching practices? If so, how?
- C. Teaching experience
 - 1. Previous teaching experiences
 - i. Where else have you taught before besides this school?
 - ii. What kind of students (year, proficiency level) have you taught? How long?
 - iii. What was each experience like?
 - iv. How have the past teaching experiences influence the way you teach now?
 - v. To NEST:
 - (a) Where else have you taught English besides this school? Besides Taiwan?
 - (b) For how long?
 - (c) What was the experience like? How does it compare to Taiwan.
 - (d) Does it influence the experience in teaching Taiwan? If so, how?

2. Novice VS Experienced
 - i. Describe the experience of being a novice teacher before and being the experienced teacher now.
 - ii. Are there any beliefs related to English teaching or learning that have changed or stayed relatively the same?
3. Others:
 - i. Are you involved in other types of projects, activities, part-time work related to English (e.g. seed teacher, textbook evaluator)? If so, could you describe them?
 - ii. Do you think it has any influence in teaching? If so, how?

Topic 2: Native and Non-Native Issues

- I. Linguistic Competence
 - A. Non-NEST
 1. How do you evaluate your English competence (speaking, listening, reading, writing)? Which parts do you have the most confidence and the least confidence? Why is that?
 2. Do you strive to improve your command of English? If so, how (subscribe to TIMES, contact with native speakers ...etc). ?
 3. Length of stay in English-speaking countries? What did you do there?
 - B. NEST
 1. Do you speak Mandarin? Are you learning or planning to learn Mandarin?
- II. Image of NEST VS Non-NEST
 - A. Image
 1. When you hear the word “Local teacher”/”Foreign Teacher”, what images come to your mind? Why do you think that is?
 - B. Self-perception of own/other’s advantage & disadvantage
 1. Native:
 - i. What do you regard as the advantages & disadvantages of being a native teacher (e.g. linguistic competence, teaching, interaction between students...etc)?
 - ii. How do you overcome those disadvantages?
 - iii. What do you regard as the advantages & disadvantages of being a non-native teacher?
 - iv. Do you think you can develop their advantages or are they simply irreplaceable?
 2. Non-Native:
 - i. What do you regard as the advantages and disadvantages of being a non-native teacher?
 - ii. How do you overcome those disadvantages?
 - iii. What do you regard as the advantages and disadvantages of being a native teacher?
 - iv. Do you think you can develop their advantages or are they simply irreplaceable?
 - C. Teaching
 1. Non-NEST: Are there aspects of teaching you do not totally agree with the NEST? Could you describe the incidences?
 2. NEST: Do you know how your colleague conducts her class individually? How do you know it (classroom observation, from other

- teachers?)? Are there aspects of teaching you do not totally agree with the NEST? Could you describe the incidences?
3. What similarities and differences are there between your teaching styles and those of your colleague?
 4. Do you think that hiring native speakers is really necessary for elementary education in Taiwan?

Topic 3: Beliefs about Team Teaching

I. Model of Team Teaching

A. Concept of Team-teaching

1. What is your definition of team-teaching?
2. What is the purpose of team teaching in elementary school English classrooms? What are its advantages and disadvantages?
3. How does team teaching benefit different parties- the students, the teachers, the school?
4. NEST: How did you get assigned to this school?
5. Who assigns the partners? and on what basis?

B. Lesson Planning

1. How did you decide what to teaching with your colleague? How do you decide the work portion between you and your colleague?
2. Do you plan your lessons with your colleague before class? If yes, how? (If not, why?) What are some of the difficulties encountered?
3. What is your role in the collaborative teaching classroom? What do you think is your counterpart's role? What do you expect from the other teacher to do?

C. Experience

1. How many years of team-teaching have you had? Can you describe some of the past experiences of team-teaching?
2. How long have you worked with your current colleague?
3. What is your experience of collaboration between you and your colleague in and outside classroom? What are some of the difficulties encountered?
4. How do you feel about the interaction between your colleagues when teaching in the classroom? Please give examples. What are some of the difficulties encountered?
5. How do you feel about team-teaching before you were involved in it? How do you feel now that you are team-teaching? (any difficulties adjusting to team-teaching?)

II. Advice

A. Effective models of team-teaching?

1. What are the essential components in the make-up of effective team-teaching?
2. What would you do to improve your practice of collaborative teaching?

B. Teacher Training

1. What kind of teacher training do you think will be helpful for you when practicing collaborative teaching in elementary EFL classrooms (e.g., training course about cultural awareness, knowledge of learners and schooling, communication skills, etc.)
2. How should the teacher training be carried out?

C. Others

1. Is team teaching necessary in elementary school English classrooms? Why or why not?
2. Would you prefer teaching alone or team-teach?
3. Could you give some suggestions to future teachers engaging in team-teaching?

Topic 4: Beliefs about the English language

- I. Importance of language
 1. Do you consider English as an important language? Why or why not? How important do you think English is in the world today? Do you emphasize its importance when teaching?
 2. What attitude do you think your learners have towards English? Do they think it's important? Do they enjoy learning it?
 3. In terms of British and American English, which do you think should be taught?
 4. Do you think that English has unique qualities that are different from other languages? If yes, what are these qualities?
- II. Teaching content
 1. In your opinion, what are the most important aspects (content) of English you emphasize in your teaching? What skills do you think they want to master? Why do you think so? For instance, do you think it is important to speak native-like English?
 2. In your opinion, what are the most difficult aspects of teaching English to your students (e.g., grammar, vocabulary, pronunciation, etc.)? Do you think English is more difficult to learn than other languages? What are the easiest parts in teaching English? Why is that so?
 3. Do you teach cultural aspects of a language? If so, how?
 4. For non-NEST: How much English do you use in your class? How do you determine the amount of English used? Is there a difference in the amount of English that you use with different levels (5&6, 3&4, 1&2 graders)?
 5. For NEST: Do you know any Chinese? Do you use some Chinese in your classes?

Topic 5: Beliefs about Language Learning and Learners

- I. Definition of learning
 1. What does learning mean to you?
 2. What are the best ways to learn a second/foreign language?
 3. What do you think an ideal English learning environment is like? Do you try to create such an environment for your students? If so, how? If not, why?
 4. What kinds of exposure to language best facilitate language learning in a EFL context?
- II. Learners
 1. Learning Styles
 - i. What kinds of students do best in your classes, considering their learner differences?
 - ii. What kinds of learning styles and strategies do you encourage in learners?
 - iii. What are the characteristics of successful language learners?
 2. Problems encountered by students
 - i. If students don't understand what you are lecturing or teaching, what

- do you do?
 - ii. How do you identify students' misunderstanding, if any, about your instruction? And what will you do?
 - iii. How do you identify students' learning problems?
 - iv. What are the weak points of students in learning English? What are their perceived difficulties? What do you do to help them overcome these difficulties?
 - v. What are the commonly-seen misleading beliefs of learning English among your students? How do you identify them? In what ways will you try to rectify them?
3. Expectations
- i. What roles are students expected to play in your classroom?
 - ii. What's your expectation of your students? How do you develop this expectation towards each individual student?
 - iii. How do you make students aware of your expectations, and then realize it? What do you do if the students do not meet your expectations?
 - iv. If your students are not motivated to learn English, what will you do to reinforce their motivations?
 - v. How do you identify students' individual qualities, abilities, or needs? And how do you respond to their different learning styles and needs?

Topic 6: Beliefs about Teaching & Classroom practices

- I. Definition of teaching
- 1. What are the qualities of a good teacher?
 - 2. How do you see your role in the classroom? Do you always play that role in under all circumstances, or do the roles alternate? If so, what determines the alternation? Do you see yourself the same as your students see you?
- II. Methodology
- 1. What teaching methods do you try to implement in your classroom? Why do you prefer using such methods?
 - 2. What teaching resources do you make use of? Do you teach your class following teacher's manual supplement to the text book you use? If yes, how? (If not, why)?
 - 3. What is your approach to classroom management?
 - 4. How do you assess students' learning?
- III. Procedure
- 1. How do you prepare your lessons before teaching? What procedures do you usually follow? Do you follow your planning strictly? If not, why?
 - 2. Goals:
 - i. Will you set up your teaching goals before each lesson? If yes, based on what criteria?
 - ii. How do you know if you have achieved your goals? If you fail to achieve your goals, what will you do?
 - iii. To what extent is your teaching based on your students' needs?
 - 3. Interaction
 - i. What kind of teacher-student interaction do you expect in your classroom? Why?
 - ii. What kind of student -student interaction do you expect in your classroom? Why?

4. Changes:
 - i. When you teach the same lessons to different classes for a second or third time, will you make some adjustments to your teaching? If yes, why and how?
 - ii. What changes do you think you should make in your teaching in general? Why?
5. Have you ever faced any challenges and difficulties in your teaching? If so, could you list some of the difficulties? Do you solve these difficulties? If so, how?

Topic 7: Beliefs about Teaching Sentence Structures

1. How important is teaching sentence structures to elementary students?
2. How much time in each lesson do you spend on teaching sentence structures? Do you think there is enough time to teach sentence structures in your classes?
3. How should sentence structures be taught? What activities do you use in teaching sentence structures? Which activities are the ones commonly used? Why do you like to use these activities? Where do you get the ideas for these phonic teaching activities?
4. In your sentence structure activities, do you personalize them to relate to students' lives? For instance, do you ask students questions about themselves in those activities?
5. Should sentence structures rules and terminology be taught to elementary students?
6. From the classroom observations, I see that you use patterns as the way to teach sentence structures. Why do you choose to use patterns? What is your opinion on other methods, such as inductive (letting students discover structural rules first) and deductive (informing students the structural rules first) ways of teaching sentence structures?
7. To NEST: What should co-teachers be doing when you are teaching sentence structures? To NNEST: What do you usually do when the NEST is teaching sentence structures? When do you usually give supporting information?
8. What do you think of textbook's and student workbook's sections on sentence structures? Do you provide supplementary materials on sentence structures?
9. How do you correct students' errors in their production of sentence structures? (e.g., give hints, give answer right away, have students repeat the right answers)
10. How do you assess students' learning on sentence structures? Do you use paper-and-pencil examination? Or oral production test?

Appendix 04: Syllabus

國民小學 95 學年度五年級 第一學期 英語科 教學進度表 Elementary School, Grade 5 English Syllabus Sept. 2006~Jan. 2007

◆年級 Grade：五年級 Grade 5

◆每週教學時數 Time：80 min/week

◆教材 Material：Hip Hip Hooray 3

◆中籍教師 Teacher：

外籍教師 Foreign Teacher：

週次	月 日	課程進度			
		單元/課	教學單元名稱	pages	Home work
第 1 週	8/28 ~9/1		準備週 Prepare week & Review		
第 2 週	9/4~9/8	Welcome unit	School Rooms Days of the week	Welcome A~C	
第 3 週	9/11~9/15	Unit 1.	At Jack's House	P. 2~4	C
第 4 週	9/18~9/22	Unit 1	At Jack's House	P. 5~7	F
第 5 週	9/25~9/29	Unit 1	At Jack's House	P.8~13	C
第 6 週	10/2~10/6	Unit 2	At the Market	P.14~16	F
第 7 週	10/9~10/13		第一次紙筆測驗月考範圍包括 P.1 ~P.16		
第 8 週	10/16~10/20	Unit 2	At the Market	P.17~20	C
第 9 週	10/23~10/27	Unit 2	At the Market	P.21~27	F
第 10 週	10/30~11/3	Unit 3	Up the Beanstalk	P.28~30	C
第 11 週	11/6~11/10	Unit 3	Up the Beanstalk	P.31~34	F
第 12 週	11/13~11/17	Unit 3	Up the Beanstalk	P.35~39	C
第 13 週	11/20~11/24	Review 2	Review Units 1~3		F
第 14 週	11/27~12/1		第二次紙筆測驗月考範圍包括 P.1~P. 39		
第 15 週	12/4~12/8	Unit 4	In the Castle	P.40~42	C
第 16 週	12/11~12/15	Unit 4	In the Castle	P.43~46	F
第 17 週	12/18~12/22	Unit 4	In the Castle	P.47~53	C
第 18 週	12/25~12/29	Review 3	Review Units 1~4	P.2~53	F
第 19 週	1/1~1/5		Review Units 1~4	P.2~53	C
第 20 週	1/8~1/12		口語測驗 Oral test -Units 1~4		
第 21 週	1/15~1/19		彈性上課 Flexible class		
第 22 週	1/22~1/26		彈性上課 Flexible class		
備註	1. 第一次及第二次月考為紙筆測驗,第三次月考為口語測驗,無筆試 2. 期末口試在第二十週舉行,由外師進行一對一測驗,範圍包括第一單元到第四單元。				

Appendix 05: A Sample of NEST's Lesson Plan

課程計劃表 Lesson Plan		
學校 School: XXX 年級 Grade: 3 週 Week: 13 期 Date: 11/20 – 11/24 課程主題 Today's Lesson Topic: Review: Unit 1 - 3: (Book 2: p.1-39) Teaching objectives: Review 外籍教師 Foreign Teacher: Emily 中籍教師 Co-teacher: Portia		
Instructional procedures	Time 時間	Material to be covered 教學內容
暖身 Warm up	5 min	*Teacher and co-teacher read through the dialogues, p.2-3, p.14-15, p.28-29
複習 Review	5 min	* Listen to the audio cd of the story. Review reading the story. * Students read through all the dialogues. Once together. Once boys "Jack" and girls "Mother"
主要課程 Main Presentation	30 min	* Divide the class into two teams. Review all the vocabulary from unit 1-3. Use different words in the different games. <u>Show and Say:</u> Teacher shows the picture card and first team to correctly say the word earns points by throwing the sticky ball. <u>Spelling game:</u> Divide class into two teams. Each student will get a chance to write one letter of a word on the board. Teacher shows the students a picture card. One student writes one letter. First team to correctly complete spelling the word wins. One point per letter in the word. Winning team +2. Teacher places all the vocabulary on the board and then students need to write the correct words in the correct order. One student one word. <u>Sentence Structure:</u> Students will open their books on p.26 or p.30 Teacher asks the appropriate sentence. Student to answer correctly may throw the sticky ball at the board for points.
交代事項 Wrap up	3 min	* Teacher explains the homework to the students.
回家作業 Homework Assigned: (Chinese Teacher)		
備註 Notes:		
協同老師簽名 Co-teacher's signature:		

Unit 3 Up the Beanstalk

Name: _____ no. _____ class: 5- _____

Please change present tense to present progressive tense. 【將現在式改為現在進行式】

現在進行式【Be 動詞 + 一般動詞 ing】

文法一

Be Verbs:	I + am
	he, she, it + is
	they, we, you + are

文法二

動詞重複字尾 + ing
1. 單音節 【一個單字只有一母音】
2. 字尾前一字是短母音
3. 例如: swim → swimming run → running









文法三

動詞有加 s 或 es 先將 s 或 es 去掉再加 ing ie, watches → watching, walks → walking


文法四

字尾有 e 的動詞先將 e 去掉再加 ing make → making, write → writing
--

A. Look at the pictures and write what they are doing. 把現在式改為現在進行式

- e.g.  They talk. → They are talking.
1.  They buy ice cream. _____
2.  They swim. _____
3.  She climbs a tree. _____
4.  They ride bikes. _____
5.  She skips. _____
6.  They play soccer. _____
7.  They eat sandwiches. _____

B. Look at the picture and answer and write the question. 根據圖形及答案寫出問句

- e.g.  What are they doing? They are eating sandwiches.

Appendix 07: A Sample of English Exam (First page)

Elementary School
Grade 5 Second English Exam
95 學年上學期五年級英語第二次月考 Nov. 2006







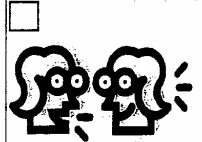



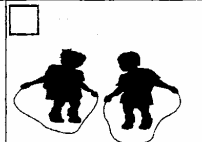
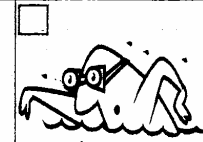
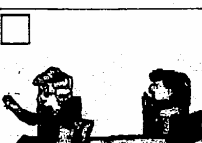




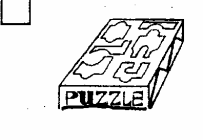


Score 分數

Class 班級: _____ Name 中文姓名: _____ 英文名字: _____ No 號碼: _____

Listening 聽力部分 40%

家長簽章

A. Listen and check. 勾出正確圖形 10%

1	<input type="checkbox"/> 	<input type="checkbox"/> 	6	<input type="checkbox"/> 	<input type="checkbox"/> 
2	<input type="checkbox"/> 	<input type="checkbox"/> 	7	<input type="checkbox"/> 	<input type="checkbox"/> 
3	<input type="checkbox"/> 	<input type="checkbox"/> 	8	<input type="checkbox"/> 	<input type="checkbox"/> 
4	<input type="checkbox"/> 	<input type="checkbox"/> 	9	<input type="checkbox"/> 	<input type="checkbox"/> 
5	<input type="checkbox"/> 	<input type="checkbox"/> 	10	<input type="checkbox"/> 	<input type="checkbox"/> 

B Listen and write. 填入聽到的單字 10% Tim time pin pine read

1. Do you like _____?
2. What _____ is it?

Appendix 08: A Sample of NESTs Training Notes

A Contrastive Study in English-Mandarin Phonetics and Its Application to Instruction of English Pronunciation

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1

0. Purpose of this talk

1. Trying to share with you the findings we found in the lab.
2. Trying to explore why there are vowels in English that are especially difficult for EFL students in Taiwan to “learn” or to “pick up.”
3. Should we help our students with their problematic pronunciation? Or should we just give up the instruction of pronunciation and believe that there are other “things” that are more important than “pronunciation” in the learning of English?
4. What about different accents of English? Shouldn't we take a serious consideration about this issue?

2

Appendix 09: Excerpts of Interview Transcription

Interview (11/14/2006) with Portia

Researcher: Team-teaching 對裡而言是什麼？定義？模式？

Portia: 我們 co-teaching 事實上是說是以外籍老師的語言的優勢，他們是 native speaker 嗎，他們語言的優勢，以我們中師的，我們也是利用我們自己的優勢幫助學生就對了，那因為外師去上課的時候，他當然講了很多話，中籍學生聽不懂，或者是他講了很多可能 key point 沒有講到，那我就覺得這時候是我們中籍老師扮演了很重要的角色，就是要把這些 gap 弄起來，對，他上課裡面可能有很多 gap，很多小小的洞在那邊，你就是要想辦法彌補這些洞，然後再過來就是說，我們中師去的話，可以讓那些，怎麼講，我們覺得有很多小朋友他們不敢問外師問題，我們中師在場的話，對他們而言我們有點像是定心丸那樣子，小朋友會覺得說，ㄟ，他至少有一個人他可以問，對啊，因為據我所知，一二三四年級，就是說只有級任老師協同的課程，他們很多小朋友在那一堂課可能都沒有學到很多東西，因為他們，一方面是沒有人幫他們，補那些洞，你知道有時候外師在上一個東西，比如說他是有牽涉到是文法觀念，他根本沒辦法解釋，他就是這樣帶過去，學生就在下面聽的一頭霧水。那我們級任老師可能真的沒有能力幫助他們，把這些點釐清那樣子。所以我是覺得說，我們中師扮演的角色是，是介於，也不是全然是一個 assistant 的工作，我覺得我不會把自己定位成 assistant 那樣子，我覺得我是跟他 co-teach 的關係，我只是補足他的不點，不足點，那我希望說他，我還是以他為主，我們花了這麼多錢請他來，我們就是他希望上課裡面有多，讓學生有聽的機會，聽他的 accent，聽他 native speaker 的聲音，對，那我會幫他做一些 assistant 的工作，但是我不會把我自己定位成是一個 assistant 那樣子。

Researcher: 同等就對了。

Portia: 對，我不會把我自己定位比他低，那我覺得從以前到現在外師都還蠻認同這一點的，他們也不會把我定位成 assistant 那樣子，在同樣一堂課裡面。

Researcher: Team teaching 的優勢與劣勢是什麼？

Portia: Team teaching 他就是比較，他的優勢就是在說，因為你一堂課，就比如說我剛講到的缺點就是說，比如說如果我沒有去上課的話，這個外師在那邊上課的話，對那些英文程度比較不好的小朋友，是真的很吃力的一堂課，even 他們什麼都沒吸收到，因為對他們而言真的太難了。那我們進去的話，多多少少可以補足他們的，那些他們的，這些程度比較不好的小朋友，讓他們我覺得比較容易吸收這一節課，他們外師教的內容。那至於缺點的話，我是覺得說我們常常會，看你跟那個外師的默契，因為如果跟你是默契不好的老師，或是說你們兩個根本是處不來的老師，那一堂課其實是非常難上的一堂課，對啊，因為我之前有遇到過一個外師，到後來因為我不曉得是他 personal 的關係，或是他 personal life 裡面可能出了一點問題，所以他上課就是非常的，他沒有把精神花在我們的學校就對了，他上課都是隨便亂上的，那一堂課真的痛苦的一堂課，我跟他上課是非常非常的痛苦的，那他也不想跟我們講話了。因為以前我們是每堂下課，我們都會在那邊聊天講話，講一下學生，講一下什麼，講一下上課怎麼上。可是那是沒有溝通，我們兩個完全沒有溝通一起去上那一節課，你看那課上起來有多痛苦，對啊，因為那個，我跟你講，而且這種不是只有在我們學校發生，每個學校你聽起來都有，那根本無法跟外師一起上課，很多老師很希望把外籍老師取消，他們自己來上就好了。他們覺得跟外籍老師上課是一種，怎麼說，浪費時間。尤其是外籍老

師上的很不好，或者你跟他平常上課相處關係的很不好的時候，因為不是每個人都可以跟外籍老師都相處的很好。以前常有發生的糾紛多的是。

Interview (11/21/2006) with Emily

Researcher: What do you regard as the advantages & disadvantages of being a native teacher?

Emily: Advantages are definitely knowing the language, pronunciation, at the same time it could be a disadvantage, because sometimes you don't understand why you try to pronounce the words but they keep pronouncing it incorrectly. I see it both as an advantage and disadvantage. I think that the most important is the advantage of knowing your language and not having to think, it comes naturally, you can speak fluently, you don't have to think much of what your saying. You know the vocabulary, you know the different words for the same thing. So that's definitely the advantage. Disadvantage, not being able to explain, you don't know when you are explaining if the co-teacher or the non-native speaker is translating, if it is really comes across as the same way how you would want it. That's definitely a disadvantage. You think you put it in a simple way for the co-teacher to explain and then maybe your NNEST might not understand what your saying. Depends a lot on the level of NNEST and co-teacher.

Researcher: So you've experienced a lot?

Emily: Yes, I have experienced.

Researcher: It tends to be with lower level students?

Emily: Yes, definitely, where you can see the explanation they give differs in lengths. Where if they go into a lengthy explanation you can understand that they understand it better and that they are giving their own input too. Where if the explanations are very short then it's clear that maybe they don't really understand whatever it is you're saying.

Researcher: Do you think you could overcome your disadvantages?

Emily: Definitely, that's why I told you previously that it's a great advantage teaching the same class for consecutive years because I know which students, some students you know will never know the answers. But that doesn't mean you should immediately ignore them and move on and say that's wrong and move away. They would like to try to give the answer but their ability is just not there. When you know them, you know how to help them. They have the confidence of asking you. Many students are hesitant of asking foreign teachers because they don't know how to ask them. They can not speak English, so they can not ask you to explain in English. But those who when they get to know you, even if they speak in Chinese, and they show you, you do understand they have a problem, even just by pointing. Again, today there is one little boy who I know whose ability is not with the rest of the class. I showed him the word on the textbook, on the paper, and he was able to understand, without an explanation. He's got that confidence now to ask me, where in last year he wouldn't. Definitely knowing the students becomes an advantage.

Appendix 10: A Sample of Classroom Observations

Date: <u>11/07/2006</u>	Class: <u>502 (Emily and Portia)</u>			
Activity Type	Summary of Teaching Activities	Time/ Aid	Student Response	Notes
1. Sentence Structure 2. Whole Class 3. T → SS	1. Emily started off with “What are they doing?” while holding up flashcards. Students replied, “They are _____.” It happened only once. 2. Emily repeated the phrases on the flash cards (pictorial cues first, verbal cues second) and students repeated after her; it was done twice. All 12 verbs on p. 29-30 were repeated.	2.5 flashcards		1. Emily asked students to stand up and greets them. 2. Emily asked students to put away their textbooks. 3. Portia was not in the classroom yet.
1. Sentence Structure Game 2. Group Work 3. S → SS ; T → SS	1. Emily would show the representatives from both teams (who are on the stage) a flashcard with actions on it, and after counting 1-3, each rep would act out the actions. 2. Portia called out the students who first raised their hands. 3. Emily then asked, “What are they doing”, and the student would answer, “they are _____.” Emily then asked the entire class, “What are they doing” and they must reply. Next, Emily asked the class while pointing to the flashcard, “what is she doing?” (singular form) and student answered. Finally, Emily asked the class, “What are you doing”, and all answers are based on the flashcards.	10 min flashcards blackboard	Active participation (students were eager to raise their hands)	1. Emily asked the students to raise their hands whether they wanted Boys VS Girls or Team A VS Team B. Emily decided boys VS girls. 2. Portia came in. 3. Emily wrote down <u>BIG</u> and teased the students if “b” represented “bad” and “g” represented “good.” 4. Emily gave instructions on the game. 5. 20 points awarded to correct answer, 10 points deducted for wrong answer. 6. When students answer, “I’m _____ (according to the flashcards)”, Emily would say, “no, you’re not.” and ask the students to perform the actions (e.g., swimming). 7. Sometimes Emily would cut the rest of the sentence structure, focusing the “what are they doing?” and “what is he/she doing?” 8. Four turns, both teams with 40 points each.