

CHAPTER FOUR

RESULTS AND FINDINGS

This chapter presents the results of comparing the beliefs of a pair team teaching NEST and non-NEST in five domains, beliefs about native and non-native English speaker issues, team teaching, the English language, language learning and learners, and English language teaching with emphasis on sentence structures. Each domain of belief consists of numerous elements which are closely examined to see whether the NEST and non-NEST shared the same beliefs. Furthermore, the teacher's beliefs are compared with their classroom practices to see if their beliefs are manifested in their lessons. Data showing the teachers' beliefs are mainly derived from interviews, beliefs inventories and documents, while teachers' practices are shown in classroom observations.

4.1 Beliefs about the Advantages and Disadvantages of Being NESTs and non-NESTs

The NEST, Emily and non-NEST, Portia, were interviewed regarding the perceived advantages and disadvantages of being a native speaker and non-native speaker of English (see Table 5) and whether it was possible to overcome their disadvantages.

4.1.1 The Advantages of Being a NEST

The two teachers were asked to share their views on the advantages of being a NEST. Emily, as a NEST listed linguistic proficiency as the major benefit because speaking the language came naturally to her. Her pronunciation and wide range of vocabulary came in handy when teaching English. As a non-NEST, Portia acknowledged the same linguistic advantages Emily mentioned, such as the pronunciation and rich vocabulary. In addition, Portia pointed out that NESTs'

physical appearances and personality also gave them an edge in teaching. Students were immediately taken in by the differences in physical appearances and their outgoing personalities, often exhibited in exaggerated body language. Portia indicated in the interview:

I feel that some NESTs are not especially good at teaching, but students are still interested because they are foreigners. The same content presented by NESTs would not have attracted that much students' attention if they were presented by non-NESTs. (11/14/2006)

Nevertheless, Portia did feel that students benefited from NESTs' presence in the long run. When NESTs first came to the school, students were afraid to talk to them. As time went by, most students were no longer shy and nervous towards NESTs; in fact, they became enthusiastic in greeting these teachers. In addition, students learned about NESTs' cultures as Portia introduced NESTs' countries of origin. Finally, Portia believed that students would eventually improve their speaking ability since they were being taught by NESTs at a fairly young age.

4.1.2 The Disadvantages of Being a NEST

The two teachers were also asked to share their opinions on the disadvantages of being a NEST. Firstly, Emily stated that being proficient in English, which was previously mentioned as main advantage, could also be seen as NESTs' disadvantage. Emily mentioned her pronunciation sometimes worked against her because she could not understand why students were not pronouncing exactly like her. However, it would be a mistake to view Emily's pronunciation as a hindrance to her teaching; rather, if she is more informed of the influence of students' first language on English learning, then perhaps she could better target students' mistakes. In addition, Emily pointed out that not being able to speak Mandarin also hampered her teaching to some extent. In the classrooms, their co-teachers might not have translated the content the way she wanted them to, while outside of the classrooms, Emily did not attend school

meetings because they were held in Mandarin. She believed that not being informed of the decisions made in the meetings could have affected her teaching.

On the other hand, Portia listed several disadvantages of being a NEST in Taiwan. First of all, not all NESTs are considered role models for pronunciation. Portia encountered a black South African teacher who had such a strong accent that students did not understand what that NEST was saying and even made fun of the teacher's accent. Portia stated, "...she really shouldn't be teaching in school with that accent" (11/14/2006). Portia knew that the NEST's pronunciation was not inaccurate but South African Black English accent is not generally accepted in Taiwan's education system. As a result, Portia asked this NEST to practice her pronunciation by listen to textbook CDs prior to the lessons but the situation remained the same.

Secondly, Portia pointed out that some NESTs do not necessarily know how to teach English. For instance, the only activity that one NEST used in class to make students read passages aloud several times. When NESTs' choice of activities do not interest the students, the "novel presence" (11/14/2006) of NESTs loses its appeal. Thirdly, another weakness of the NESTs is that they do not know the common language problems Taiwanese students encounter, and how to help these students overcome the difficulties.

Fourthly, Portia found that NESTs do not necessarily bond with the students like the non-NESTs do, mainly because they do not speak Mandarin, and that they do not stay in Taiwan for long. Many of the NESTs Portia worked with came to Taiwan mainly to experience a different culture while earning money doing so; these teachers often leave after a year or two. Finally, although it was previously mentioned that some students warmed up to NESTs, lower achievers were afraid of them and rarely asked them questions in the classes.

4.1.3 The Advantages of Being a Non-NEST

There were few advantages mentioned by both teachers for being a non-NEST. For Emily, being able to speak Mandarin helped students immensely because difficult concepts could be clarified immediately. In addition, Emily indicated non-NESTs are in their “comfort zone” (11/21/2006), surrounded by a familiar environment. Non-NESTs have their friends and families here, and do not suffer from homesickness like NESTs do. For Portia, the main advantage of non-NESTs is being the support for the students by putting students’ mind at ease during the team teaching lessons. Many students did not dare to ask NESTs questions, but often sought help from her instead.

4.1.4 The Disadvantages of Being a Non-NEST

In terms of disadvantages of being a non-NEST, both teachers pointed out linguistic proficiency as a main concern. Emily mentioned that “a disadvantage definitely for the non-native speakers is that they are non-native speakers” (11/21/2006), implying their lack of linguistic proficiency. She found that non-NESTs made mistakes in pronunciation and took them longer to enunciate their opinions. For Portia, she also mentioned that linguistic proficiency was an issue, manifesting in pronunciation and limited vocabulary range. NESTs knew many ways of expressing the same thing but it did not come naturally to non-NESTs. Lastly, Portia mentioned that she did not have NESTs non-Asian physical appearance, which served to attract students’ attention immediately.

4.1.5 Overcoming Their Own Disadvantages

Both teachers believed that they could overcome some of their own disadvantages. Emily believed that not being able to speak students’ first language could be compensated by bonding with them through teaching in consecutive years.

Teaching the same students over a period of time has helped her learn their names and become more personally involved with the students. Emily stated that “it’s good to build a relationship with the students” (10/31/2006) and she eventually knew more regarding the students’ strengths and weaknesses. As for Portia, she believed that she could work on her pronunciation, but there was nothing she can do to attract the students’ attention through her physical appearance.

4.1.6 Summary of Beliefs about Native and Non-Native Issues

The non-NEST in the study saw more advantages and disadvantages of being a NEST than the NEST did, but did not see that many advantages to being a non-NEST. The main similarity is that both teachers agreed that the advantage of being NESTs is their superior linguistic proficiency, and at the same time, the lack of linguistic proficiency is the main drawback of being a non-NEST. Another advantage of being a NEST perceived by the non-NEST is their physical appearance; students are immediately attracted to their non-Asian looks while non-NESTs have to work harder to obtain students’ attention. While the non-NEST perceived the weaknesses of NESTs dealing mainly with their inability to teaching English and having strong accents, the NEST felt that not being able to speak students’ first language was her main shortcoming. Nevertheless, both teachers believed they could overcome some of their disadvantages.

Table 5: Beliefs about the Advantages and Disadvantages of Being NESTs and non-NESTs

Shaded text indicates similarities of beliefs between the two teachers			
		Emily (NEST)	Portia (non-NEST)
Being a NEST	01. Advantages	◆ Language proficiency	◆ Language proficiency
			◆ Physical appearance
			◆ Outgoing personality
			◆ Students open up to NEST
			◆ Students experience different cultures
			◆ Students improve speaking ability

	02. Disadvantages	<ul style="list-style-type: none"> ◆ Pronunciation ◆ Does not speak students' first language 	<ul style="list-style-type: none"> ◆ Different accents ◆ Do not know how to teach ◆ Do not know students' weaknesses ◆ Do not bond with students ◆ Lower achieves afraid of speaking to NESTs
Being a non-NEST	03. Advantages	<ul style="list-style-type: none"> ◆ Speak students' first language ◆ Stay in a "comfort zone" 	<ul style="list-style-type: none"> ◆ Support for students
	04. Disadvantages	<ul style="list-style-type: none"> ◆ Language proficiency 	<ul style="list-style-type: none"> ◆ Language proficiency ◆ Physical appearance
5. Overcome own disadvantages		<ul style="list-style-type: none"> ◆ Teach in consecutive years 	<ul style="list-style-type: none"> ◆ Work on pronunciation ◆ Physical appearance change impossible

4.2 Beliefs about Team Teaching

Various aspects of the teachers' team teaching beliefs, which included team teaching definition and purposes, team teaching procedure, each teacher's role in team teaching, advantages and disadvantages of team teaching, experienced team teaching models, elements for successful team teaching, advice for team teaching training courses and ways to improve their own team teaching were investigated through interviews with both teachers (see Table 6). Classroom observations were analyzed to see if the teachers' beliefs in these areas were shown in their practices.

4.2.1 Background information

Portia had longer experience of team teaching and worked with more co-teachers than Emily did. During the time of research, October 2006, was Portia's fifth year of team teaching, during which she had worked with ten NESTs, not including substitute NESTs. Emily was in her second year of team teaching, and had worked with four non-NESTs. There were two NESTs teaching in the school every year, but very few stayed for the second year.

4.2.2 Definition and Purpose of Team Teaching

According to Emily, team teaching should be a "balance of teaching"

(11/21/2006) where both teachers maintain equal status, although it may appear that the NEST is taking the lead, while the non-NEST is supporting the NEST. Emily used the imagery of wheels on a car to describe team teaching:

[T]eam-teaching is...like, for example, the wheels on a car. If one [wheel] isn't there, the car won't go smoothly. You've gotta make sure that things go smoothly in class. It can only work if both are equally involved in teaching. Even if one is taking the lead in teaching, the other one is doing other things to make teaching easier. Make sure the books are opened to the right page; the students are listening and not drawing pictures, little things like that. (11/21/2006)

Emily was informed that the initial purpose of Hsin Chu city's English program was to interest students in learning English. She believed students' English could be improved through team teaching lessons since they are receiving the best teachings from both cohorts of teachers.

Portia also saw the joint lessons as the combination of the advantages of both NESTs and non-NESTs to help students learn English. She mentioned that in joint lessons, students listened and modeled after NESTs' accents and intonation, while non-NESTs gave individual instruction for low achievers. Giving students individual attention is especially pertinent in large classes where students have different levels of English proficiency. Portia indicated that if she helped the low achievers in her own class, she would not be able to focus on rest of the students, which subsequently delays the lesson. Therefore, Portia felt that in joint lessons:

I can teach the low achievers, which I feel is very important. Meanwhile, Emily can continue with the class. But for the low achievers, I need extra time to work with them so that they can still understand the lesson. (11/14/2006)

4.2.3 Teachers' Roles

NEST Role

Both teachers were interviewed on what they perceived to be the roles of NESTs and non-NESTs in team teaching. For Emily, she saw herself as the leader and

facilitator since she took over the joint lesson and catered to students and non-NESTs' needs. She indicated her language production was intended as a model for the students, "that's the reason why we're here, is to have them [students] hear the correct pronunciation" (11/21/2006). She mentioned that sometimes students' pronunciations were so awful that she did not understand what they were saying. Moreover, Emily believes NESTs are here to train the non-NEST:

The idea about the whole program,...was that we're training the teachers [non-NESTs] in a way, so that they eventually would be able to do it by themselves, so for me that means I should be taking the lead, they should be observing, learning, getting ideas, seeing what works and what doesn't work. (11/21/2006)

On the other hand, Portia described how NESTs' roles in the joint lessons changed over the course of the program. When it was first initiated, non-NESTs were leading teachers, while NESTs were the assistants. However, Portia considered it as a strange arrangement since much money was being spent hiring the NESTs yet non-NESTs were doing most of the work. In this arrangement, non-NESTs were writing lesson plans for NESTs, which the NESTS did not necessarily like. Eventually, NESTs employment agency had the teaching roles reversed, so NESTs are now the leading teacher.

Non-NEST Role

Next, the role of non-NEST is examined by both teachers. Emily believed that non-NESTs assume the role of supporting teachers and are in the classroom to make sure students understand NEST's teaching through translation and explanation, demonstration, and repetition. During translation, non-NESTs should emphasize and elaborate what NEST is teaching and not just translate word for word. Emily gave an example, "the most important thing is when I teach grammar in a basic way, it must be repeated and more explanation in Chinese" (10/31/2006). Emily actually had

conflicting opinions regarding in-depth explanations offered by non-NESTs. Before Emily was familiar with Portia's teaching style, she felt that elaborating grammar rules should take place in non-NESTs' individual lesson because she should be the one taking over the entire class. As she realized that the explanations do help the students, she compromised her stand, "it should be the joint lesson, and then whatever is in the NEST's class, should be a more in-depth explanation of what's being taught, and making sure that they [students] actually understand" (11/21/2006).

In practice, Portia's in-depth explanation occurred in both joint lessons and her own individual lessons. Most of the time, the explanations was given voluntarily by Portia during joint lesson, but there were three lessons when Emily asked Portia to do so. For instance, at the end of presenting different classroom commands in the textbook, Emily asked Portia if she wanted to add any more comments.

In addition, Emily mentioned that non-NEST's role is to help NESTs with demonstration in teaching activities, before students carry out the exercises. Finally, when NESTS are teaching, non-NESTs should repeat the content after them as closely as possible, "if not a hundred percent the same way as the foreign teachers" (11/21/2006). Emily pointed out non-NESTs pronunciations are different from hers, but it is difficult for them to change.

Portia saw herself fulfilling several responsibilities in the team teaching class. First, she filled in gaps in the joint lesson as she added more explanations to key concepts the NESTs might have missed teaching, or where students have failed to understand the NESTs. Portia pointed out that some NESTs are unable to explain grammatical concepts, leaving students confused. Other NESTs have told her that they liked having Portia step in and take over when necessary because the other non-NESTs they worked with busied themselves with classroom management, and not

actually teaching. These NESTs wondered if students did understand what they were saying when no explanations were provided. Next, Portia helped the low achievers who are afraid of asking NESTs questions because some students are more comfortable to talk to non-NESTs. She provided them individual assistance, helping them to catch up with their progress during team teaching lessons. Finally, even though Portia handled assistant work, such as making sure students are paying attention, she does not define herself as an assistant. She saw herself as a facilitator to both the students and the NESTs in team teaching lesson.

In practice, the team teaching model was very much like what the two teachers described, with the NEST commanding the leading role, and the non-NEST taking up the supporting role. While Emily was teaching in front of the classroom, Portia was seen providing assistance through translation, explanation, demonstration, repetition, helping individual students, and other tasks.

Portia voluntarily translated Emily's instructions or questions posed to the students most of the time. For instance, when Emily asked students questions about the sentence structures she just presented, only few answered; more students answered after Portia translated the questions. Sometimes Emily gestured Portia to give the translation, as she did before conducting a chain drill. Lastly, Portia was also seen translating instructions for writing activities and assignments.

Portia's explanations were often in Mandarin, mainly for grammar and some phonics, vocabulary, and culture. Her explanations were elaboration of Emily's teaching, to clarify and emphasize the content. For instance, after Emily went over the dialogue in the text and wrote down targeted sentence structures ("What are you doing?" and "I'm climbing a bean stalk") on the board, she pointed to the sentence structures, a gesture informing Portia to explain more in details. Portia stood in front

of the class while Emily stood on the left side of the classroom watching. The following excerpt is a translation of the teaching.

Portia: Ok, when Jack's mommy say[s], "What are you doing?" "What are you doing?" *What is she asking? What are you doing?(in Mandarin)* I'm climbing a beanstalk. *Has Jack finished climbing a beanstalk? (in Mandarin)*

Students: *Not yet (in Mandarin)*

Portia: *Has he climbed up to the top? Not yet. Is he still climbing or has he finished climbing? (in Mandarin)*

Students: *Still climbing. (in Mandarin)*

Portia: *So what word did he use? (in Mandarin)* I'm climbing ◦ *Add a "i-n-g" (In Mandarin), "What are you doing" add a "i-n-g" (In Mandarin).*

Student 1: *Why? (In Mandarin)*

Portia: *Why? Why add a "i-n-g"? why? (in Mandarin)*

Other students: *Present progressive tense. (in Mandarin)*

Portia: *Present tense or present? OK, adding an "i-n-g" means you are emphasizing what you're doing now so what is it called? Present progressive tense. (Portia wrote down "present progressive tense" in Chinese on the blackboard.) To emphasize what you are doing now must add present progressive tense. Add a verb and add a "i-n-g." (Portia wrote down "Verb +ing" on the board) At the end of the verb add a "i-n-g". Do, doing, climb, climbing ◦ Adding "i-n-g" at the end to transform it to present progressive tense.(in Mandarin) (10/31/2006, Class 504)*

As for demonstration, Portia was observed helping to present sentence structures, role plays, and vocabulary. For example, in drills, Emily held up flash cards and asked "Do you want to watch TV (flash card)?" and Portia answered, "Sure." After a few turns, Emily held up the flash cards for students to answer. The two teachers also carried out the dialogue in the textbook, adding body language to portray the characters. Another instance of demonstration was when Emily explained the vocabulary items "next to" and "in front of", by asking Portia to stand in various positions to illustrate the meanings.

As for repetition, Portia repeated immediately after Emily in drills, textbook exercises, instructions, and questions. For instance, in repetition drills, after Emily finished reading a passage aloud for the first time, Portia read along with the class; the same routine followed for sentence structures and phonics drills. In textbook listening

exercises, after Emily read questions such as “Are they listening to music?” and students were to check off the pictures shown in the textbook; Portia repeated Emily’s questions for the second or third time. Portia was also seen repeating Emily’s questions when students did not answer right away. The following is a transcript from where Portia repeated Emily’s questions several times.

Emily: What day is today?

Students: Today is Halloween.

Emily: Who knows why is it Halloween?

Portia: Why is Halloween?... Why is Halloween? Why we celebrate Halloween?

Students: --- (silence)

Emily: To eat candies?

Portia: To eat candies?

Students: --- (silence)

Emily & Portia: No...

Emily: You can eat candy everyday.

Portia: You can eat candy any day, you don’t need to eat candy on Halloween. Do you know why? Do you know why you eat candy on Halloween?

(10/31/2006, Class 504)

Even though Portia mentioned that she helped individual students in joint lessons, she did not have the opportunity to do so in every team teaching session, but only during activities that allowed students to work on their assignments in class. Moreover, she was not the only one checking the students’ comprehension, Emily was helping the students as well. Nevertheless, the difference between the two was Portia stayed with individual students for a longer period of time while Emily seemed to walk around the class more often. When students were correcting their homework mistakes, Portia stayed with four students, spending two to three and half minutes on each student. She was giving grammatical instructions in Mandarin, telling one of the students, “you can’t add “ing” to bikes, only for actions, like “ride”, get it? You are now adding “-ing” to tree, adding “-ing” means it is present progressive tense.”

The rest of the assistant work which Portia did included checking to see if students were following the teacher’s instruction, informing Emily of students’

understanding, and assigning homework. Portia walked around the class reminding students to turn to the page Emily announced, or to telling them to put away their books or handouts. Portia also told the students to point their fingers at the words in the reading passage while they read aloud. In addition, when Emily asked students a question regarding a phonic sound and no students replied, Portia informed her that the students had no idea of what was being asked; hence, Emily continued with the lesson. Finally, Portia assigned the homework for Emily because the latter felt that it would save more time if Portia explained it in Mandarin.

4.2.4 Team Teaching Procedure

According to Emily, the teachers followed a syllabus, which served as a basic guideline of what they are supposed to teach. Emily planned her lesson according to it, and e-mailed her lesson plans to Portia since it was required by NESTs' employment agency. She expected Portia to finish reading the lesson plans before coming to class, so that both are fully aware of the activities that would be carried out. However, Emily indicated that they did not discuss her lesson plan before the lessons begin; the discussions took place sporadically, whenever they are not satisfied with the lessons. If some content was not taught in the join lesson, Emily expected Portia to automatically include it in her individual lesson, preferably with repetition. "It's important that they [non-NESTs] reinforce the lesson. So the repetition is very important. The more, I think, the better." (11/21/2006)

According to Portia, English teachers met in the first week of every month to discuss teaching content. The overall content is prescribed by a syllabus that specified weekly content. Since there were two English lessons each week, and one team taught and another individually taught by non-NESTs, whoever was teaching in the second lesson of the week must make sure that they wrapped up the content according to the

weekly progress. The teachers informed each other that they may not have finished teaching certain parts in their class, so it was up to their co-teachers to continue teaching the rest of the contents. Portia mentioned that since Emily and she have taught together for a year, they have an unspoken system of how to carry out certain activities. For instance, she said that when it was time to teach dialogue, the teachers usually used role plays.

In practice, lesson planning was not observable because it occurred outside of the classroom. In the classroom, Emily sometimes informed Portia of the activity she was going to conduct.

Emily: Teacher Portia, you and I

Portia: Yes?

Emily: You are going to read the command, and then I will do the action.

Portia: Alright.

(11/07/2006, Class 504)

4.2.5 Out of Class Interaction

Besides working together in the lessons, the teachers interacted with each other outside the classroom. Emily said that she is involved in extracurricular activities with the students, such as teaching remedial English last year and story telling this year. Portia sometimes dropped by to help her out, translating and explaining to the students. On the other hand, Emily mentioned she offered Portia help with proof-reading when the latter was putting together an English file for the school, and she also assisted Portia on Halloween costume contest. Emily also stated that Portia often tried to have her experience cultural cuisine. As for Portia, she sometimes went out to lunch with NESTS, and even invited them to dine at her house. Portia felt that she was well treated by foreigners when she was studying in the U.S.A, so she wanted to do the same for the NESTs in Taiwan.

In practice, these interactions outside of class were not observed, as the

researcher focused on activities taking place in the classroom. Nevertheless, the researcher did overhear the two teachers talking about their students as they waited outside the classroom before the lesson started. The teachers talked about their classes when they walked together to their office during lunch break.

4.2.6 Advantages of Team Teaching

The two teachers saw different advantages of team teaching. According to Emily, the advantages are related to working with the co-teachers; she is assisted by co-teachers, learned from them, and enjoyed the working with them. For instance, the homeroom teachers, who were also her co-teachers, assisted with the students' discipline, which was especially helpful in large classes with low achievers. In addition, when students did not understand what Emily was saying, non-NESTs were there to provide explanations to the students. Next, Emily felt that she learned culture, teaching techniques, and content from her co-teachers. For instance, her co-teachers showed her how to deal with Taiwanese students. When a student was upset about something, Emily would have explained why he could not do the things he wanted to do, if the same situation had occurred in South Africa. However, her co-teachers told her to leave the situation as it was because being upset was not perceived to be a real problem. Moreover, Emily mentioned she learned simple and different games from the co-teacher. Through working with non-NESTs, she learned that Mandarin influenced their pronunciation, which is why it was hard for students to pronounce exactly like her. Finally, Emily enjoyed the interactions she had with her co-teacher in class, "we do get along, and we do interact well. I do enjoy teaching with her [Portia]" (11/21/2006).

Portia mentioned many advantages of team teaching, such as providing individual assistance to students, sharing the burden of teaching a class, learning from

each other, enjoying working with co-teachers. First of all, she was able to use joint lessons to provide assistance to low achievers, helping them with their learning difficulties. There was no time in her own individual class to focus on students who were lagging behind, so she conducted the individual instruction in joint lessons. Secondly, having another teacher in the classroom put Portia at ease; she felt that if she did not teach well, someone else would cover the lesson for her. Another benefit was that the teachers absorb each others' advantages since they were indirectly learning from each other. Portia tried to be more organized like Emily in teaching vocabularies and sentence patterns, and she adopted some teaching methods used by Emily. In addition, Portia enjoyed team teaching because some NESTs included her in the lessons and it was easy to get along with these teachers.

4.2.7 Disadvantages and Problems of Team Teaching

Both teachers listed numerous disadvantages and problems they faced with team teaching. For Emily, the source of problems mainly came from their team teaching structure, characteristics of co-teachers, and interaction with co-teachers. In the classroom where multiple teachers, the NEST, non-NEST and homeroom teachers are present, students might be confused as to who is in charge. In addition, as the model called for one joint lesson and one individual lesson by the non-NEST, Emily often wondered whether non-NESTs covered their designated content in their individual lessons. In addition, when Mandarin translation and explanation took place, Emily often felt out of place, "I just sometimes feel now that I'm here, so what do I do?" (11/21/2006).

Regarding the co-teachers' characteristics, Emily found that some of them lacked English proficiency and energy, were unorganized and conducted very little teaching, all factors which deterred lessons from being successful. Emily was concerned about

co-teachers who lacked English proficiency, as she believed they could confuse proficient students with their inadequate translation; students might understand Emily better without the translation. On the other hand, although sometimes co-teachers did provide correct translations, they did not do anything else in the class. In fact, Emily chose not to work with one non-NEST after a year because translation was all her co-teacher did. Furthermore, some co-teachers lacked energy in teaching, which was obvious because the students did not respond to the teachers. Co-teachers might also be unorganized when they arrive at the classrooms, which caused lessons to be less disciplined or as structured as Emily would have like them to be.

Interaction with co-teachers determined how well team teaching proceeded and it was found that the lack of interaction, being corrected by co-teachers in class, and having to deviated from lesson plan were the unpleasant incidents that took place during Emily's lessons. Some co-teachers did not interact with Emily, and she felt she did not learn anything from each other. "I tried, really tried everything, but I just felt that the input from that teacher's side was not there..." (11/21/2006). Moreover, Emily felt unhappy when her pronunciation was corrected by her co-teacher, although she could not recall what the word was. She thought the correction took place because her co-teacher was angry with her that day. Another incident occurred when she was corrected by a co-teacher while teaching a rule right in front of the students. Emily revealed her feelings toward the incidents,

[I]t's moments like that [I] wonder why if there are native speaking teachers in the class, you're going to be questioned on what you're going to be teaching... But, I just, it's demoralizing when you are questioned, when you are the native speaker, "no, that's not the way it should be", where I would never directly, in front of a class, say that, even if I know it's incorrect, I would never do that to my co-teacher, maybe after class, set aside and say, I don't necessarily agree on that..." (11/21/2006)

Furthermore, co-teachers might have wanted to do different things, leading the

lesson in a differently manner than Emily had originally planned. Emily mentioned that once or twice in the lessons, non-NESTs would tell her not to do certain activity in class because they have already done it in their individual lessons. As a result, Emily had to think of something else to do right on the spot. It disheartened her because she had already included the activity in her lesson plan, but was forced to deviate from it:

The frustration sets in when you have that team-teaching...you don't want certain things to happen and they happen and vice versa...that's the big disadvantage of working with someone. Not because you think you're good or they are not good but there are two people involved who think differently (11/21/2006).

According to Portia, the main disadvantages of team teaching were working with unprepared NESTs and NESTs with unpleasant personalities. Portia mentioned two NESTs who did not use any activities in class, or used the same ones for all the grades they taught. The one and only activity was reading the textbook passages aloud, leaving up to fifteen minutes of class time doing nothing. One NEST even told Portia that he/she did not know what else to teach, which put her on the spot because she had to use activities that were originally designed for her individual lessons. The lack of preparation burdened Portia as she needed to have a back up plan, even though NESTs were supposed to take over during joint lessons. Portia talked to the NESTs about the problem, and they improved their teaching a little, but eventually fell back to the same pattern again. Portia was frustrated having to teach with such NESTS, "I really feel, if I have to teach with them, I might as well as teach the lesson by myself" (11/14/2006).

NESTs' personalities also mattered a great deal in team teaching. Portia pointed out that some NESTs did not include Portia in the lessons, or allowed her to be involved with the lesson, with the exception of managing the classroom (i.e., calling on students for activities). Portia often had problems working with NESTs who were

too difficult to get along with, and it was dreadful for her because she had to meet them several times a week. These NESTS showed up with bad attitudes and were unprepared for the lessons. Portia heard similar situations took place at other schools, and that many non-NESTs preferred not to have NESTs in class; instead, non-NESTs would like teaching the lessons by themselves. Portia stated,

They [non-NESTs from other schools] feel that teaching with NESTs is a waste of time, especially when the NESTs do not teach well, or when you and the NEST do not get along well in class. Not everyone can get along well with NESTS. (11/14/2006)

The awful experiences Emily and Portia described were not observable in the lessons because they dealt with other co-teachers. Portia and Emily had good chemistry as the lesson went well with plenty of student participation and Portia did not have to think of back-up lesson plans. There was, however, an incidence where Portia's actions threw Emily off guard. Portia asked students to take a break after the bell rang, which indicated that the lesson has started.

Portia (to Emily): I just came in here and the bell rang.

Portia: (to the class) Ok you can take a break for two minutes, only two minutes.

Emily: (to Portia) Take a break?! (rising intonation)

Portia: Ok come take a break. (then to class) Ok do you want to go to the bathroom? If you want to go to the bathroom go now. Yeah, only two minutes, hurry. (Portia then left the front of the classroom. Emily stood there looking bored, walked around and closed a window.)

(12/12/2006, Class 504)

4.2.8 Experienced Teaching Models

The two teachers described teaching models of which they have experienced, observed or heard. Emily was aware that team teaching is a popular language education model in Asia. The NESTs' employment agency sent NESTs to observe team teaching in other schools once a year. It helped Emily to construct ideas concerning teaching situations at other schools, but the techniques was not helpful for her. She mentioned that in one of her observations, the non-NEST co-teacher was not

doing anything. As for the teaching content, Emily heard that in other schools, NESTs were responsible for oral work, while non-NESTs emphasized on written part of the lessons. In her school, both teachers have to teach everything, and not targeting on specific contents. When Emily was asked which teaching model she preferred the most, she replied teaching individually. It was the easiest because she would have all the control, and not having to worry about co-teachers' influence on her lessons. In fact, she believed that most of the NESTs in the program would prefer teaching individually. Emily pointed out, "you want to do your job and get on with it without having too many outside influences" (11/14/2006).

As for Portia, she had some knowledge of team teaching taking place elsewhere and also went to seminars and symposiums on team teaching. She was aware that team teaching also took place in Yi-lan, Taiwan. She also knew that many NESTs were hired in Korea and Japan, but was not aware of them collaborating in teaching. In the conferences, Portia observed how other teachers team taught but, commented that it really depended on the personality of NESTs for team teaching to work. Portia's previous experience was where both teachers took leading roles, splitting the class into half for each activity. For instance, when students were reading a passage aloud, the NEST led the boys while Portia led the girls to read and they competed to see who could read the loudest. She preferred this model because it felt like actual team teaching to her. As for the current model where NESTs is the leading teacher and non-NEST as the supporting teacher, she believed that it is the most helpful for students, as individual assistance was provided for low achievers. The final teaching model mentioned was individual teaching, which she also preferred because it allowed her more freedom to do activities she enjoyed.

4.2.9 Successful Team Teaching Components

The teachers indicated several important components in making team teaching successful. Emily believed that both teachers needed to trust each other and adapt to different teaching styles, and that non-NESTs needed to fulfill specific requirements. Emily stated that team teaching is “about trust, and I trust my co-teacher their part in the lesson they’re teaching and as much as I want them to trust me for my part in the co-teaching” (11/21/2006). Emily would tell her co-teachers to cover the content she did not manage to teach in their individual lessons. The teachers should also trust each other to openly discuss any issues or ideas, “after all, you’re a team and team work means that you need to get along and you need to have things running smoothly” (11/21/2006). Furthermore, Emily mentioned that each teacher has a different teaching style and the “important thing is to learn and accommodate each other” (11/21/2006). Emily found it difficult to accept her co-teachers stepping in and giving explanations when she first began team teaching. She expected her co-teachers to only translate and repeat, and since the explanations took time, she could not follow her lesson plans exactly. Eventually, she realized that the translations and explanations are necessary for students to understand, so she learned to accept non-NESTs stepping in. Next, Emily believed that teachers should try different teaching approaches to see what works for them. Emily said it best regarding what was required of the teachers, “You have to be open-minded, you have to be adaptive, be tolerant, be supportive, as much as you expect your co-teacher to be supportive of you” (11/21/2006).

Emily also believed that non-NESTs needed to have a nice personality, English proficiency, knowledgeable in the English language pedagogy, and energetic about teaching. First of all, the co-teacher’s personality determined whether the teachers would get along, and it is essential that they enjoy working with each other to teach well. Next, co-teachers needed to be proficient in English. Emily mentioned her

experience of co-teaching with a music teacher, who is not necessarily qualified for teaching English; hence, it becomes more difficult for them to work together. In addition, Emily cautioned not to rely on non-NESTs too much on translation so that students do not always depend on it. Non-NESTs needed to know what is required to be taught because Emily did not want to over teach, which could cause more confusion to the students. Moreover, non-NESTs must also be knowledgeable in the English language pedagogy in case Emily confuses the students through over teaching, the co-teachers could step in and clarify the content. Emily stated, “It’s important to have the backing of the co-teacher, of what you’re saying, without making it too complicated” (10/31/2006). Finally, co-teachers needed to be energetic about teaching because if the teachers themselves are not enthusiastic, students become reluctant to participate.

Portia believed NESTs’ personality, establishing a good rapport with the co-teacher, adapting to each other, and declaring NESTs’ responsibilities are critical to successful team teaching. Portia stated that their personality is extremely important, because teaching is much easier when the teachers get along. NESTs have told her that they also depend on non-native co-teachers’ personality to teach. In addition, the teachers should establish a good rapport, “I [Portia] feel this is probably the most important key point after teaching so many years: you must maintain a very good relationship with your NEST” (11/14/2006). In addition, the teachers needed to adapt to each others’ teaching style. When Portia and her co-teachers had different ideas about teaching, neither was insistent on her ideas and they eventually compromised. Portia often intervened with NESTs’ teaching when she felt in-depth explanation was needed. As the head English teacher in her school, it was necessary to tell NESTs what their responsibilities were at the beginning of the school year. She found herself

to be stricter with NESTs than teachers in other schools. She heard that some NESTs in other schools refused to grade any homework and saw in-class teaching as their sole responsibility. In her school, NESTs did both teaching, grading, and helping out with school activities. To Portia, NESTs are a part of the school and should do what is expected of them.

4.2.10 Training Courses and Advices

Emily had teacher training prior to team teaching provided by her employment agency and still has continuous training to date. To her, the training was neither helpful nor applicable to class, as she indicated, “you think it’s the right training, you learn a lot but then you get to class and you see it’s not applicable, nothing you can really use” (11/21/2006). She listed games, story telling, teaching holidays, teacher’s sharing their teaching experience, introduction to Chinese and linguistics as some of the content included in the courses. From the teacher’s training notes collected by the researcher, the main areas covered included cultural adjustment, team teaching (challenges, expectations, variables affecting team teaching), how to teach specific skills (phonics, listening, speaking), linguistics, dealing with students, and others (games, props). Emily had high praises for a linguistic course where the professor informed them that certain sounds that do not exist in Mandarin; she then knew why students could not pronounce some English sounds correctly. Activities such as re-enactment of team teaching situations were also in the training sessions, which featured only successful examples of joint lessons. Emily suggested that unsuccessful team teaching examples should also be demonstrated so that the teachers can point out the problems. As for experience sharing by other teachers, Emily commented that it was not really helpful because they used different textbooks.

Emily believed that the courses should detail the roles of both teachers in team teaching, and how specific English content are to be taught. She pointed out that there are “no guidelines as to what NESTs and non-NESTs should be doing, the definite roles, specific task, who should be doing what” (11/21/2006). Although an outline on teachers’ roles was provided last year, teachers often found the roles were totally different in actual situations. Every school and head teachers in the schools have a different expectation of what roles NESTS and non-NESTs should play. Emily took the example of phonics teaching, where she wondered who should be teaching it because non-NEST’s pronunciation is sometimes different from hers. “Because sometimes the phonics, because you’re a NEST you feel that when you pronounce it, that’s the way it should be, at other times, when you see that they [the students] are not getting it right, and the non-NEST does the same mistake that’s being made (11/21/2006).” As for the content, Emily suggested that teacher training should focus on grade levels so that the teachers attend to relevant courses. For instance, teaching vocabulary to grade six is very different from grade one.

Portia attended seminars and conferences on team teaching. She believed that there is a strong need to define what team teaching is and the roles of each cohort of teachers. It was unclear to her how the two teachers should work together to achieve the optimal advantages possible, “I really feel that we need to clearly define co-teaching...When you put different teachers each with their own personality together, they do different things. We have not yet defined what co-teaching is ...” (11/14/2006).

4.2.11 Improving Own Team Teaching

Both teachers acknowledged the fact that there is always room for improvement

for their team teaching. Emily stated, “the best way is learning through experience, the more experience you have, the better you are at dealing with certain situations” (11/21/2006). As for Portia, she gave a more concrete form of advice; she believed there is a need to assemble all the English teachers, both native and non-native for a serious discussion session. Since all teachers partner up for different classes, it would be helpful for them to plan and discuss their lessons together. In reality, Portia met with schedule problems if she wanted to arrange the meetings. NESTs’ classes were usually in the mornings, and they left in the afternoons, or used that time to correct homework, while non-NESTs were occupied with their work too.

4.2.12 Summary on Beliefs about Team Teaching

Both teachers shared many of the same beliefs on team teaching, which included definition of team teaching, each of the teacher’s role, advantages and disadvantages of team teaching, elements that determine successful team teaching, and advices for teacher training courses. First of all, both teachers saw team teaching as means to bring together both teachers’ advantages to provide the best English learning environment possible for the students. Secondly, they also agreed on NESTs roles as the leading teachers, who do most of the teaching, and non-NESTs as supporting teacher, who ensure students’ understanding of NESTs’ teaching through translation, explanation and other tasks. It was observed that the non-NEST did in fact carry out these tasks in the team teaching lessons. In addition, the non-NEST believed that another role she plays is providing assistance to less proficient students in team teaching lessons; she is there to answer questions they do not dare to ask the NESTs. On the other hand, there was a difference in the perception of NESTs’ role by both teachers; while the NEST was informed that they are here to train the non-NESTs, but the non-NEST did not see it that way. Thirdly, the advantages of team teaching

mentioned by both teachers mainly dealt with their co-teachers, learning and enjoying working with each other. Portia listed another main advantage of team teaching; the lesson allowed her to provide individual assistance to weaker students, which she would not have been able to do in her own individual lesson. Fourthly, both teachers also agreed on the main disadvantages of team teaching, which was mainly working with incompatible co-teachers who were difficult to get along with and were not devoted to teaching. Next, both teachers also shared the same opinion that successful team teaching required teachers to adapt to each others' teaching styles, and to possess easygoing personalities. The non-NEST stressed the importance of establishing a good rapport with each other, so that the teachers get along well in and outside of the classroom. Finally, the teachers mentioned that there is a need to clarify NESTs' and non-NEST's roles in order to achieve the maximum benefits of co- teaching.

Table 6: Beliefs about Team Teaching

Shaded text indicates similarities of beliefs between the two teachers			
		Emily (NEST)	Portia (non-NEST)
1. Background		<ul style="list-style-type: none"> ◆ One and a half years of team teaching experience ◆ Four non-NESTs 	<ul style="list-style-type: none"> ◆ Five years of team teaching experience ◆ Ten teachers, excluding substitute NESTs
2. Definition and Purpose		<ul style="list-style-type: none"> ◆ “Balance of teaching” ◆ NEST leads, non-NEST supports ◆ Assembles both teachers' advantages 	<ul style="list-style-type: none"> ◆ Assembles both teachers' advantages ◆ Provide individual instruction to low achievers
3. Roles	NEST	<ul style="list-style-type: none"> ◆ Leader ◆ Facilitator ◆ Trainer 	<ul style="list-style-type: none"> ◆ Leader
		Classroom practice:	
	Non-NEST	Support NEST through:	Support NEST through:
		<ul style="list-style-type: none"> ◆ Translation ◆ Explanation ◆ Demonstration ◆ Repetition 	<ul style="list-style-type: none"> ◆ Explanation ◆ Individual assistance ◆ Other assistant work
		Classroom practice:	
		<ul style="list-style-type: none"> ◆ Translation ◆ Explanation ◆ Demonstration ◆ Repetition ◆ Provision of individual assistance 	

		◆ Other assistant work
4. Procedure	◆ Follow syllabus ◆ E-mail lesson plans to non-NEST ◆ Sporadic discussions	◆ Follow syllabus ◆ Meet every month
5. Interaction outside classroom	◆ Help each other with extra curricular activities	◆ Eat with NESTs outside ◆ Invite NESTs to home
	Classroom practice: ◆ Discussed students and lessons during breaks	
6. Advantages	◆ Assisted by co-teachers ◆ Learn from co-teachers ◆ Enjoy working with co-teachers	◆ Provide individual assistance ◆ Share teaching burden a class ◆ Learn from co-teachers ◆ Enjoy working with co-teachers
7. Disadvantages and Problems	◆ Team teaching structure ◆ Characteristics of co-teachers ◆ Interaction with co-teachers	◆ Unprepared NESTs ◆ Unpleasant NESTs
8. Experienced or Known Teaching Models	◆ Teachers responsible for different content ◆ Preferred individual teaching	◆ Preferred both teachers as leaders ◆ NEST as leading teacher is best for low achievers ◆ Individual teaching allowed freedom
9. Successful Elements	◆ Trust each other ◆ Adapt to each other's styles ◆ Keep an open mind ◆ Non-NESTs needed to fulfill specific requirements	◆ NESTs personality ◆ Establishing a good rapport ◆ Adapting to each other's styles ◆ Declaring NESTs' responsibilities
10. Training courses and advices	◆ Clarify teachers' roles ◆ Have courses on grade level content	◆ Clarify teachers' roles ◆ Clarify team teaching definition
11. Improving own team teaching	◆ Gain more experience	◆ Hold discussion session

4.3 Beliefs about the English Language

The teachers' beliefs about the English language were examined and they were broken down into the importance of English, most important aspects of English language, most difficult aspects of teaching English, favorite aspect of English to teach, and cultural aspects of English (see Table 7).

4.3.1 Importance of English

Both Portia and Emily believed that English is important but emphasized it differently in their lessons. Emily indicated that the fact that English is the "universal language" (12/19/2006) and everyone wanting to learn it spoke for the language's importance. However, not all students were motivated to learn English since it was

not taught at home and not spoken by their parents. Emily did not explicitly tell her students that English is important; rather, she did it in subtle ways, such as making students put away other textbooks when it was time for their English lessons. She wanted the students to know that English is just as important as any other subjects, and that their undivided attention is required in her class.

On the other hand, Portia agreed that English is important, but found that it depended on the students' situation when stressing its importance. Some students did not necessarily need to learn it because their parents only expected their children take over their line of work, e.g., being vendors in local markets. Portia mentioned it was meaningless to force these students, who perform poorly in class to study hard for English. She was more lenient on them and was fine with the students' progress as long as they did not hate English. Portia mentioned that she did explicitly tell students that English is important for them if they ever want to leave Hsin Chu city. The language is an important bridge that connected them to the rest of the world. Portia mentioned that she sometimes told stories of her experience in the U.S.A to encourage students to learn English. They have better opportunities than she did when she was at their age because they are now learning English much younger.

Both Emily and Portia believed English is important, but showed the attitude differently in class. Emily did not explicitly inform the students of the importance of the language, but by commanding students' attention when lesson started. In five out of the seven team teaching lessons observed, students were asked to put away the books when the class began. As for Portia, she mentioned telling stories of her stay in the U.S. to motivate them to learn English. Although it was not observed in her individual lessons, the stories were most likely to have been told in other lessons.

4.3.2 The Most Important Aspects of the English Language

The two teachers shared the same view that everything is important when learning English, but in practice, they emphasized some aspects over the others. Emily stated that no single skill outweighs another; rather, it is imperative to achieve the ability of applying all the skills of English. She mentioned that she taught everything and not singling out a particular skill of English, unlike some NESTs in other schools who focused only on oral skills. Another instrument to gather data in this section was Hortwitz's (1987) beliefs inventory on language learning (see Table 8), which targeted four areas, foreign language aptitude, learning and communication strategies, the nature of language learning, and the difficulty of language learning. Before referring to the third element which is relevant in this section, the general tendency of the inventory is discussed.

In Table 8, answers in the 5 point Likert scale can be divided into three categories, the first containing point 1 and 2, in which participants disagree with statement, the second containing point 3, where the participants are neutral, and the third containing point 4 and 5, in which participants agree with the statement. It is visible that the participants shared very similar beliefs since most of their answers fell into the same category. The answers either fell into agree, disagree, or one neutral with a disagree/agree answer. In the entire inventory, there were only two statements that the teachers had opposite opinions, statements 14 and 17, which are discussed in details at later sections of this thesis.

In the inventory, Emily strongly agreed that learning vocabulary words was the most important part of learning a foreign language, followed by grammar (see statements 11 and 15). In practice, Emily was seen to teach sentence patterns, grammar, vocabulary phonics and reading. Vocabulary was usually reviewed briefly through repetition before being used again in sentence structure substitution drills. As

for grammar, Emily usually left it for Portia to explain in Mandarin.

On the other hand, Portia also agreed that every single skill is important when learning English but narrowed to specific skills later on in the interview. For fifth graders, she indicated that the most important aspect should be listening and speaking, but then added reading and writing are essential as well. She believed that students are only able to strengthen their speaking and writing through reading and writing, and the latter two skills are of equal importance in her class. She mentioned assigning students reading aloud as homework to reinforce students' oral skills, while writing assignments emphasized sentence structures and grammar. In Hortwitz's inventory (1987) Portia disagreed that learning vocabulary words is the most important part of learning a foreign language, and felt neutral towards the role grammar plays in English learning (see statements 11 and 15).

In practice, Portia's beliefs about reading and writing were manifested in her lessons, but not her beliefs about vocabulary and grammar. For reading, she conducted reading aloud in class and also asked students to do so for homework in three of her lessons. As for writing, she had students complete their student workbook and various worksheets for homework in five of her lessons. Next, Portia's emphasis on grammar was evident during sentence structure drills in joint lesson and individual lessons. After she reviewed the structures, she would explain the tenses present in the sentences.

Next, vocabulary actually played a larger role than Portia had imagined. Firstly, she always reviewed the vocabularies through repetition drills before conducting sentence structure drills. She also asked students to spell the words aloud since the time was so limited. The following is a typical example of Portia reviewing vocabulary.

Portia (holding up visual side of flash card): What are they doing?
Students and Portia: They are talking.
Portia: How to spell “talking”?
Students and Portia (holding text side of the flashcard): t-a-l-k-i-n-g
(11/14/2006, Class 502)

In addition, Portia administered English vocabulary quizzes in two lessons; one was six minutes and the other twelve minutes long. Portia prepared the students for the quiz by using the review routine she did for sentence structures, repetition and spelling aloud. Lastly, Portia used a game to help students memorize the vocabularies. She split up the class into two teams and reviewed long magnetic cards that contained phrases learned in class, e.g. “reading a book.” The cards are placed face down onto a grid drawn on the board. She then drew students’ number from each team to do “rock, paper, scissors”. The winner chose a coordinate from the right side of the grid, and Portia would flip over the card, asking students to read it aloud. Next, the student picked another coordinate on the left side and if the two cards matched, the team got another chance to go again. Portia’s rationale for this game was that students, despite their level of proficiency, were often more focused in memory games than in drills. Although games do not help the students much in terms of learning, they found it fun and challenging. Higher achievers memorize the meaning and the spelling, while the low achievers memorize the shape of the word. Students also applied phonic rules they learned to pronounce the words.

Teaching vocabulary had a larger presence than Portia believed it had, possibly because vocabulary is the building blocks of sentence structures. Although Portia emphasized sentence structures in her lessons, students needed to be familiar with the vocabulary to first comprehend the structures. Hence, different activities were used to ensure students learn the vocabularies, so that they could master the sentence structures much easily. By replacing a word in substitution drills, the most common

drill used by Portia, students are able to see how the entire meaning changes. Therefore, Portia was not consciously aware of the importance she placed on vocabulary in her lessons.

4.3.3 The Most Difficult aspects of Teaching English

The teachers had different aspects in mind when interviewed what they thought was the most difficult aspect of English to teach. For Emily, she believed that grammar is the most difficult to teach because most students do not grasp the concepts easily. Sentence structures are arranged in a specific way, so students can not simply memorize the sequence of words like they do with vocabulary. In addition, she believed that unlike English, Chinese does not have that many grammar rules, which makes it even more difficult for students to learn. For Portia, she believed that all skills are difficult to teach when the students are on different levels of language proficiency. The gap in the proficiency levels is largest when students reach fifth and six grades. In Horwitz's inventory (1987), statement 16 and 21 indicated that reading and writing is easier than speaking, and that speaking is easier than listening. Portia strongly disagreed with both statements while Emily felt neutral or disagreed with the statements. Both of them did not believe that reading and writing is easier than speaking and listening. Emily perceived English as a difficult language while Portia rated it to be of medium difficulty.

4.3.4 Cultural Aspects of English

Both teachers believed that teaching cultural aspect of English is important (see Table 8), but there were not many opportunities that displayed cultural teaching in the lessons. Emily pointed out that culture influences language and provides students background information about the language they are learning. Although culture is important, she did not focus on bringing culture into the lessons, and it was difficult for

her to do so since it was the North American culture, not South African culture that was expected to be taught. In statement six of Horwitz's inventory (1987), Emily felt neutral concerning the necessity to know about English-speaking cultures in order to speak English. On Halloween, both Emily and Portia dressed up in costumes and asked students about the festival at the beginning of the class. It was Portia who explained about origins of Halloween to the students. She compared Halloween to ghost festival in Chinese holidays, enabling students to see how different cultures share similarities.

For Portia, she saw the American culture as something exotic for the students, of which they have never come into contact. Portia used to spend one to two lessons focusing on Halloween, where they would do various activities, and she would tell them about the Halloween parade she saw in the U.S.A. She said that the students enjoyed her stories very much, and found the different customs in foreign countries interesting. In the inventory, she disagreed with statement six that it was necessary to know about English-speaking cultures in order to speak English. With the textbook that Portia was using, she did not have time to spend time on teaching culture because there was too much content to teach. The data revealed that Portia viewed culture as a component that spiced up the English lessons but was not particularly crucial to be included in the content.

4.3.5 Summary on Beliefs about English language

With regards to the teachers' beliefs on English language, the teachers had different opinions on the importance of English, most important aspect of English, most difficult aspect of English teaching and cultural importance. Firstly, the NEST believed that learning English is important, while the non-NEST felt that it depended on the learners. In the classroom observation, the NEST did not explicitly tell students

of the importance of the language, but by commanding students' attention when lesson started. The non-NEST mentioned that she told students learning English would allow them to be connected to the rest of the world, and she interested them with stories of her experience in the U.S.A. Secondly, although both teaches indicated that everything in English is important for learning, the NEST showed a preference for vocabulary and grammar in Horwitz's inventory (1987) while the non-NEST stressed reading and writing, bearing a holistic view of language learning. In the lessons, the NEST did cover the four language skills in her lessons, but leaving out grammar for the non-NEST to explain. As for non-NEST, importance of reading and writing was indeed evident in the homework assignments. Although non-NEST did not perceive vocabulary to be the most important, she emphasized plenty of it through drills, quizzes and a game. Thirdly, while the NEST thought grammar was the most difficult aspect to teach, the non-NEST thought everything is difficult to teach when students' proficiency levels differ so much. During the joint lessons, most of the grammar is explained and elaborated by the non-NEST. Lastly, both teachers mentioned culture as an important part of English in the interview, but did not indicate it in their inventory responses.

Table 7: Beliefs and Practices about English Language

Item	Emily (NEST)	Portia (non-NEST)
01. Importance of English	<ul style="list-style-type: none"> ◆ Very important Practice: NEST told students to put away other books ◆ Does not tell students explicitly 	<ul style="list-style-type: none"> ◆ Learner dependent ◆ Tells them the importance ◆ Tell stories of foreign experience
02. Most Important Aspect of English	<ul style="list-style-type: none"> ◆ Interview: Everything is important Practice: Taught everything ◆ Inventory: Vocabulary and grammar are important Practice: Grammar left to co-teachers 	<ul style="list-style-type: none"> ◆ Interview: Everything is important , but emphasized reading and writing Practice: Assign reading and writing homework ◆ Inventory: Vocabulary not most important, grammar neutral Practice: Taught grammar in both lessons and emphasized vocabulary using quizzes, drills, game

03. Most Difficult Aspect of English to Teach	♦ Grammar	♦ Everything since students' language proficiency are diverse
4. Cultural aspects of English	♦ Culture is important ♦ Inventory: culture not necessary	♦ Culture is important Practice: Halloween origin explanation ♦ Inventory: culture not necessary

Table 8: Teachers' Beliefs Inventory- Beliefs about Language Learning

Scoring index: 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree			
Emily (NEST)'s answers are shaded			
Portia (non-NEST)'s answers are boxed			
Same answers from both teachers are shaded and boxed			
Category	Original No.	Statements	
Foreign Language Aptitude	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
	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
	13	Women are better than men at learning foreign languages.	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
Learning and Communication Strategies	5	It is important to speak English with excellent pronunciation.	1 2 3 4 5
	7	You shouldn't say anything in English until you can say it correctly	1 2 3 4 5
	12	It is important to repeat and practice a lot.	1 2 3 4 5
	14	If 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
	17	It is important to practice with cassette tapes/ CDs.	1 2 3 4 5

The nature of Language Learning	6	It is necessary to know about English-speaking cultures in order to speak English.	1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	10	It is best to learn English in an English-speaking country.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	11	The most important part of learning a foreign language is learning vocabulary words.	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	15	The most important part of learning a foreign language is learning the grammar.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5
	18	Learning a foreign language is different than learning other academic subjects.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
The difficulty of language learning	16	It is easier to speak than understand a foreign language.	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	21	It is easier to read and write English than to speak and understand it.	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	22	English is: (a) a very difficult language <input checked="" type="checkbox"/> (b) a difficult language <input type="checkbox"/> (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 <input checked="" type="checkbox"/> (b) 1-2 years <input type="checkbox"/> (c) 3-5 years (d) 5-10 years (e) you can learn a language 1 hour a day					

4.4 Beliefs about Language Learning and Learners

In the section of teachers' beliefs about language learning and learners, it covers the facets of the best ways to learn a foreign language, homeroom teacher as a learning influence, student aptitude and proficiency, common problems encountered by students and expectations of students and lesson goals (see Table 9).

4.4.1 Best Ways to Learn a Foreign Language

Both teachers were interviewed on what they believed were the best ways of learning English. Emily agreed with the common notion that it is easier to learn a language by having fun (e.g., games) but personally believed more strongly in

providing plenty of practices in her lessons. Her attitude was visible as she she strongly agreed with statement 12, “it is important to repeat and practice a lot” for learning languages in Horwitz’s (1987) inventory.

The way you improve your language skill...[is] by hearing it, by speaking it, by reading it, and writing it. If you incorporate all of those into your lesson, there would be learning, and as a second or foreign language, the more practice the better. (12/19/2007)

Nevertheless, Emily disagreed with the necessity to conduct the practices with cassette tapes/ CDs, as seen in statement 17 of Horwitz’s inventory (1987).

When Emily was asked whether an English only environment was necessarily in order to learn English, she responded that such environment would definitely be helpful. Putting students in situations where they had to speak the language in order to survive would definitely foster the learning situation. Her belief regarding learning environment is visible as she agreed to statement ten of Horwitz’s inventory (1987), “it is best to learn English in an English-speaking country”. However, Emily felt that the closest thing to creating an English only environment in Taiwan would be to have her own language classroom, where she could decorate the place and have different seating arrangements. Music teachers in her school had their own classroom, and students were found to concentrate better there. Emily stated, “...having your own classroom...would have a real impact, I believe, on the learning that’s taking place” (12/19/3007).

When Emily’s lessons were analyzed, her beliefs of using repetition as means to language learning were manifested in the many drills she conducted for the different areas of content. For instance, repetition drills was most common for vocabulary, phonics and reading aloud passages while substitution drills was mainly used for practice sentence structures. Emily only used two games, each for reviewing purposes, in the seven lessons were observed.

For Portia, she also believed strongly that language learning required plenty of practice because learners tend to forget easily what they have learned. She indicated in the interview, “When you learn a language, it is impossible to master it right away. You need to repeat the sentence structures through countless practices until they are internalized within the learners” (10/23/2006). Portia believed that spending plenty of time on drills fostered language internalization and this belief corresponded with her answers to statement 12 in Hortwitz’s inventory (1987), where she strongly agreed that “it is important to repeat and practice a lot.” She also agreed that with statement 16, “it is important to practice with cassette tapes/CDs.” It was likely that Portia experienced this drilling method when she was learning English. Nevertheless, Portia did caution that doing too many drills often bore the students, so it was important to use variations in drills, such as letting students practice English with their classmates.

Besides using drills, consistent devotion of time to English learning was another pertinent factor as Portia indicated in language learning,. There is no shortcut to mastering a language except by spending time on it, and the more time spent on the subject, the more fluent the students would become. She believed that even low achievers could learn English well if they spent some time everyday learning it.

When interviewed regarding the type of environment best fosters language learning, Portia’s answer, like Emily’s, was also an immersed situation.

Basically as long as you have a speaking environment, you will definitely learn the language. There is nothing else to it. No matter if it is learning English, Mandarin, or Hokkien, as long as you have the opportunity to listen, speak, and practice, you will learn the language. (12/16/2007)

If students are not provided with such environment, like they are now, it is natural that they do not like English because of their lack of contact with English. Her interview responses echoed with her response in the inventory, where she strongly agreed with item ten, “it is best to learn English in an English-speaking country.” Portia’s strong

belief is likely to be attributed to her stay in the U.S.A, where she obtained her Master's degree. She needed to present and discuss in English, so her oral proficiency improved the most during this period. In her lessons, Portia did indeed use plenty of drills for vocabulary, phonics reading aloud passages and sentence structures. She mainly used substitution drills, and repetition drills to have students produce the language.

4.4.2 Homeroom Teachers as a Learning Influence

Another factor that determined students' language learning is the influence of their homeroom teachers. Emily observed that if homeroom teachers valued English, they created a learning environment through ensuring students being ready for class, taking their textbooks, handing in homework and various tasks. Although Emily could ask students to do these things, she perceived homeroom teachers as the ones with the "governing hand" (10/31/2007) and students are more afraid of them than of the English teachers. Emily felt that she is really dependent on the homeroom teachers.

As for Portia, she also mentioned the significant influence of homeroom teachers in language learning. Some students have similar level of proficiency, yet those from the classes with strict homeroom teachers have better test scores, as much as a twenty point difference, when compared with students with less strict homeroom teachers. Portia indicated in two interviews that students' performances are a reflection of the homeroom teachers' personalities since these teachers are with the students the entire day. Good homeroom teachers are experts at classroom management. Their students behave well, actively participate, and hand in their English homework on time. After English lessons, these homeroom teachers also spent extra time in their own classes to help students with their English. For instance,

the homeroom teachers quizzed their students before their actual English quizzes to make sure the students are ready. The homeroom teachers rewarded the students if they did well in the quizzes, and punished them if they did not. Portia found that even students with poor proficiency were improving under the guidance of these homeroom teachers.

On the other hand, in English lessons where homeroom teachers have poor classroom management, Portia found it a torture to teach there. Because of the students' disruptive behaviors in class, it was time consuming to get them ready for the lessons. These students did not pay attention and were often very noisy during the lessons. They performed poorly in class, and some did not hand in their homework for the entire semester. Portia perceived herself as a good teacher, but these students rarely listened to her. She felt that she was unable to change those students' behavior since she only taught the students once or twice a week.

Both teachers strongly believed that homeroom teachers have strong influences on students' language learning. However, their effects were not observable in the lessons, and it was not the main emphasis of this research.

4.4.3 Student Aptitude and Proficiency

Emily and Portia held similar opinions regarding learner aptitude and experienced the difficulty of teaching students on both extremes of proficiency levels. Out of the nine statements on learner aptitude in Horwitz's inventory (1987) (see Table 8), Portia and Emily shared the exact feelings for six of them (statements 2,3,4,8,19,20), similar feelings for two of them (statements 1,9), and different feelings for one (statement 13). For instance, both teachers agreed that everyone can learn to speak a foreign language (statement 20), but some are gifted for language learning

(statement 2). Overall, their answers in language aptitude part of the inventory were extremely close, which indicate sharing similar beliefs in this area.

Emily estimated that one fourth of the students in higher grades, were at the average proficiency level, where the majority, or at least half of the students, were below average. The weakest students were still unable to identify some of the alphabets, and they were usually the ones who had no interest in learning English.

Portia was troubled with the gap between students' language proficiency as she mentioned the issue in all of her interviews. Among the higher grades, there was a severe double peak performance where there were three to four students in each class who were especially good or bad in English. The high achievers were at third grade American elementary level, while the low achievers still became confused with some of the alphabets. There were two types of high achievers, ones who misbehaved in class and ones who did not. The former are good in English not because they like it but because they have been in cram schools for a long time. The latter are interested in language, and can learn well using their strategies. Portia believed that there is a pattern of behavior which successful learners follow. When teachers forced these students to study, students do well in the exam; the high test scores increased students' confidence and motivation to learn English. Therefore, the students pay attention and understand the content presented in the lessons. Once again, when they take exams and receive high scores, the cycle of beneficial behavior continues.

As for the low achievers, they follow a vicious cycle of behavior. They are slow at learning, regardless of subjects, and they do not attend cram schools, due to financial reasons, to pick up their learning progress. Consequently, the content becomes harder for these students to understand, which in turn, make them lose interest in English. The students become restless in class and distract the rest of the

students. As a result, these students do not learn anything in class, and do poorly in tests. Moreover, the low test scores further drive them to lose motivation in learning English. The vicious cycle continues and the students' language proficiency is on a downward spiral as time passes by.

According to Portia, the only way to help these low achievers was through remedial teaching. However, the school could not afford to have remedial teaching, and it was impossible for Portia to focus on the weaker students in her individual lessons.

You can only teach majority of the students, and as for the very weak students, you can only choose to ignore them. You really can not teach them because if you teach that one or two students, you may delay the entire lesson, and you can't teach the rest of the students (11/14/2006).

As a result, Portia saw team teaching class as an opportunity to give the low achievers the extra attention they need. She mentioned that she would help those weaker students when Emily is teaching.

Both teachers strongly agreed that some students are better than others when it came to learning languages, and such was the case in the classes they taught. Proficient students followed a cycle of good behaviors that led them to achieve language mastery, while the weaker students followed a vicious cycle which destroyed their desire and progress of English learning. The only way feasible for the teachers to help the weaker students was through team teaching lessons, where non-NESTs would pay them special attention.

4.4.4 Common Problems Encountered by Students

Emily found that writing and grammar as the most common problems encountered by the students. She believed that some aspects of writing, i.e., punctuation, capitalizing letters, were difficult for the students because they are not commonly used in Chinese

language. Grammar was another problem, though Emily remarked that the mistakes they made were not serious. She did not give correct answers to the mistakes they made because it would be a burden to do so for over seven hundred students. Instead, she mentioned that she circled and underlined mistakes so that students could correct them by referring back to the textbook. For the mistakes that many of students made, she would explain them in class.

In practice, Emily did point out the common grammar mistakes made in one assignment at the beginning of one lesson. Students were confused as to where to add the present progressive tense suffix “-ing.” They added it to objects instead of verbs in sentences, resulting in sentences such as “she is buy ice-creaming.” The students were handed back their worksheets and allowed time in class to correct their mistakes.

For Portia, she found students often had difficulties in speaking, reading, and writing. Although she felt that teachers have previously focused on listening and speaking, most students were still afraid to speak, and those who were not were usually the ones attending cram schools, where they received plenty of practice. To help the students overcome their fear of speaking, Portia mentioned that she would have little teachers doing drills with the students. Little teachers are the students with better English proficiency who took turns to be the teachers’ aids because they are often bored in class. By giving them responsibility, they became more involved and interested in class. Since both teachers were unable to pay attention to every student in the classroom, little teachers were called upon to check the answers of the other students in their groups, drill the other students and other tasks. Students were more comfortable working with their peers and pair drills allowed more speaking time as well. As for reading and writing problem, Portia mentioned that students understood individual sentences, but often had problems grasping the main idea of a reading

passage. Therefore, the teacher decided to head towards the direction of traditional approach, teaching them grammar concepts and using more drills. Another step implemented to improve students' English level was through administering examinations, where students were forced to study. Portia mentioned that the effects of the exam were visible, since students were doing better in exercises like unscramble sentences that were in the tests.

In Portia's individual lessons, it was visible that she targeted the problem areas students had. To improve speaking, Portia used peer substitution drills where little teachers drilled the students in her group. To improve reading, she used activities such as unscrambling sentences where students worked as a group and peer information gap exercises. She sometimes incorporated grammar explanations after sentence structure drills. Lastly, three tests per semester were administered, forcing the students to study.

4.4.5 Expectations of Students and Lesson Goals

Both teachers had similar expectations of the students, and also set up lesson goals. Emily did not impose high expectations for the students because she felt that they were under tremendous amounts of pressure. Students would become disappointed when they did not reach those expectations. Nevertheless, Emily did have a set of goals for every lesson so that she knew the purpose for teaching the content. It was difficult to know if the students reached those goals since it would require giving them quizzes at the end of every lesson to find out if they did comprehend the content. However, to do so would defy her ultimate goals, which is to have students become interested in English, and to learn something in her class.

Like Emily, Portia did not set high expectations for the students because they

were already learning English quite early, starting from first grade. She was satisfied as long as they do not hate English, since she knew many students already do. As for lesson goals, students should become familiar with the content taught each week. If the dialogue was taught, then students should have understood the conversation.

4.4.6 Summary on Beliefs about Language Learning and Learners

Both teachers shared very similar beliefs in language learning, specifically in their views on importance of English, the most important aspects of English language, the most difficult aspects of English to teach, and cultural importance of English. Firstly, both teachers agreed that the best ways to learn a foreign language were through practice and being immersed in an English only environment. However, the teachers mentioned that the latter was not possible since they did not have an English classroom, a room specifically designed for English; nevertheless, they did use plenty of drills in their lessons. Secondly, both teachers pointed out the tremendous influence homeroom teachers have over students' performances; they have the governing hand and they also spend most of the time with students.

Thirdly, both teachers share the same opinion with regards to student aptitude and proficiency level. Some students are better than other when it comes to learning languages and there is a huge gap between their students' proficiency levels. The non-NEST mentioned that proficient students follow a cycle of good behaviors that lead them to achieve language mastery, while weaker students follow a vicious cycle that destroys their desire to learn English. The non-NEST pointed out the only feasible way for teachers to help the weaker students was through team teaching lessons, where non-NESTs would pay them special attention. Next, both teachers saw different problems students encountered; while the NEST mentioned the need to improve writing and grammar, the non-NEST pointed out students' weaknesses in speaking,

reading and writing. The NEST explained common mistakes students made in class, while the non-NEST used different drills and exercises to target problem areas. Finally, neither teacher had high expectations for the students because they feared that it would pressure the students.

Table 9: Beliefs and Practices about Learning and Learners

Item	Emily (NEST)	Portia (non-NEST)
1. Best ways to learn a foreign language	<ul style="list-style-type: none"> ◆ Practice Practices: Drills <ul style="list-style-type: none"> ◆ English environment 	<ul style="list-style-type: none"> ◆ Practice Practices: Drills <ul style="list-style-type: none"> ◆ Devotion of time ◆ English environment
2. Homeroom teachers as learning influence	<ul style="list-style-type: none"> ◆ Governing hand 	<ul style="list-style-type: none"> ◆ Good homeroom teachers = good student performance ◆ Bad homeroom teachers = poor student performance
3. Student aptitude and proficiency	<ul style="list-style-type: none"> ◆ Some students learn language better than others ◆ Drastic gap in students' proficiency levels. 	<ul style="list-style-type: none"> ◆ Some students learn language better than others ◆ Drastic gap in students' proficiency levels ◆ Good students have good cycle of behavior ◆ Bad students are in detrimental cycle of behavior
4. Common problems encountered by students	Problems <ul style="list-style-type: none"> ◆ Writing ◆ Grammar Solutions <ul style="list-style-type: none"> ◆ Explanations in class Practices: Explanation session	Problems <ul style="list-style-type: none"> ◆ Speaking ◆ Reading ◆ Writing Solutions <ul style="list-style-type: none"> ◆ Peer drills ◆ More grammar ◆ Tests Practices: <ul style="list-style-type: none"> Peer drills Reading activities Grammar explanation Tests
5. Expectations of students and lesson goals	<ul style="list-style-type: none"> ◆ No high expectations ◆ Students learn and enjoy English 	<ul style="list-style-type: none"> ◆ No high expectations ◆ Cover expected contents

4.5 Beliefs about the Role of Sentence Structures in English Teaching

In this section, teachers' beliefs about English teaching with emphasis on teaching sentence structures are examined. The teachers were interviewed and surveyed regarding the following issues: qualities of a good teacher, lesson planning, approaches to teaching, importance of sentence structures, teaching Sentence structures, teaching grammar, assessment, extracurricular activities and difficulties in teaching (see Table 11).

4.5.1 Qualities of a Good Teacher

Both teachers saw different qualities to being a good teacher. Emily felt that excellent teachers are not measured by their students' test scores; instead, they needed to possess the following qualities: enjoy teaching, interest student to learn English and pay students personal attention. Good teachers need to show students that they enjoy teaching so that it makes students want to learn as well; the enthusiasm from the teachers is carried over to the students. When Emily was in elementary sixth grade, her English teacher made a lasting impression because her love for subject was evident in the way she taught. Motivating students to learn is also an important characteristic and Emily did so by positively encouraging the students. She mentioned that she did not reprimand students for making mistakes, so that it made them more willing to take chances with the language. Her beliefs are also reflected in Horwitz's inventory (1987), where she strongly disagreed with statement seven, "you shouldn't say anything in English until you can say it correctly." However, the same belief is contradicted in statement fourteen, where she agreed with "if beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on." It is interpreted that the NEST wanted students to have an accurate model to practice so that they do not make mistakes later. Emily once mentioned that first impressions students receive are very important for their learning. In practice, she

always asked students to listen to her pronunciation first whether it was presenting phonics, vocabulary, or text passage reading. Even if students do make mistakes later, they would not be reprimanded, but simply corrected. Emily always encouraged students to speak English as much as possible. Finally, being a good teacher also requires giving students personal attention every now and then. Emily stated that students learn better if teachers show interest in the students:

Children want to know you're interested in them, individually too. And that little bit of attention that you give one, a pat on the back, or just being positive, and not negative...If you give them a little bit of understanding that they are a child and that they still have basic needs as a child, then that's wonderful. (10/31/2006)

As for Portia, good teachers should be patient, outgoing and enthusiastic towards teaching. Patience is an important value because teachers often need to endure disruptive behaviors of misbehaving students. In addition, being an extrovert helps to enliven the class atmosphere and involve students in learning. Finally, teachers should enjoy teaching so that that the students will enjoy learning as well. If teachers only perceived teaching merely as a job, then they would not do it well. Unlike Emily, motivating students is not listed as the absolute quality of a good teacher. She used to motivate students through incentives, such as food, or games to motivate the students, but it only worked temporarily. It was difficult for her to motivate students because of the number of classes she taught, and students' diverse proficiency levels. She felt that there was no sense of pushing the students hard if they are not interested in learning.

In practice, not all the qualities mentioned by both teachers were visible in the observations because they might have appeared in other unrecorded lessons. In the lessons, Emily was never seen to lose temper, or reprimand students. She also paid students personal attention during joint lessons when students had to work on their

own. To help the students, she would lean over the desks or drop to knee level and maintain eye contact with them. Even outside of the class time, Emily interacted with the students; one time she was seen to engage in thumb war game with one of the students. As for Portia, her patience showed when she was assisting low achievers in team teaching lessons. She had not given up on their progress, and tried to provide assistance whenever possible. In addition, Portia interacted well with the students and often used humor in her lessons. In four out of the six lessons observed, the teacher's funny comments created plenty of laughter in the classroom. For instance, after Portia read a passage together with the class about Jack (from the storyline "Jack and the beanstalk") selling his cow for some magic beans, she spoke like Jack's mother, (in Hokkien), "You stupid child! You got some useless bean back from the market. The students roared in laughter when she said it.

4.5.2 Lesson Planning

Structure of a lesson

Emily took the content, activity time, and students' possible reaction into consideration when planning lessons. Lesson plan served only as a guideline because different classes have different reactions towards the same activities. Changes are made when activities do not proceed as planned. Emily indicated that she followed a specific routine in each lesson because students would know what to expect and it does not take up too much time for students to get used to a new approach. The lessons started off with a greeting, so that the students knew the lesson was about to begin. Next, Emily reviewed contents taught in the previous sessions, followed by introduction of new content. For new words or phonic sounds, she would pronounce it first so that students could clearly hear it. For reading passages, a role play came first, then followed by listening to same passage on the CD, which included sound effects.

Writing came last because it was where students apply everything they have learned. Emily felt that it was more important for the students to understand the content rather than trying to rush through teaching to meet the syllabus requirements. Therefore, she proceeded the lesson slowly and made sure students understood the lessons.

As for Portia, the activities she used for each class of the same grade were the same, with minor adjustments on the time depending on students' reactions. She mentioned that her lessons took up a spiral approach, which repeated some of previously taught contents. The content taught in first lesson of the week was reviewed again in the second lesson of the same week in case students are still unfamiliar with it.

In practice, each of Emily's lesson plans consisted of four parts, warm up (three to five minutes), review (five to ten minutes), main presentation (20-30 minutes, mostly 27 minutes), wrap up (homework, two to three minutes). The warm up included greeting and some previously taught contents. In four out of seven lessons observed, Emily asked the students to stand up when she greeted them. They were asked to stand up because it was a form of showing respect to the teachers and it was the same way in South Africa. In the review session, Emily reviewed the content using vocabulary and sentence structure drills in five of the seven lessons observed. After the short review, the lessons did indeed proceed to the main part of the lesson, introducing new contents. Finally, the last few minutes in the lessons were saved for Portia to take over and explain the homework. As for Portia, she did not provide lesson plans so it was not able to analyze it with her classroom practices.

Structure of a Unit

The syllabus parsed a unit into three weeks, and then followed by a review week or transitions into the next unit. Overall, Emily described how the content of a

unit was distributed over the course of three weeks. In week one, the emphasis was on vocabulary, and basic sentence structures. In week two, the teachers emphasized on sentence structures, where vocabularies are incorporated into the sentence structures. In week three, the focus was on phonics and reading passage. Sometimes right after an unit ended, there was a review week where everything taught previously was reviewed. As for Portia, she briefly described that each week of the unit emphasized different content. The first week focused on vocabularies, the second week was on sentences, and the third week is wrap-up, where students practice some more.

In practice, Emily did follow the pattern of content she described. In week one of unit three (10/31/2006), she introduced the dialogue, which contained the targeted sentence structures, through role plays and listening to CDs. Emily then had the students to practice the first set of vocabularies and basic structures through repetition drills. In week two (11/07/2006), the first set of vocabularies were again reviewed through repetition drills, and incorporated into sentence structures through the game of charades. The second set of vocabulary was introduced and drilled. In week three (11/14/2007), teachers reviewed students' homework mistakes, presented and practiced phonics, and completing the phonics exercises in the textbook. The reading passage was also covered through read aloud and textbook exercises. In week four (11/21/2006), students played mining game where they reviewed all the sentence structures.

As for Portia, the content she emphasized in each week was more comprehensive than what she described in the interview. In week one of unit three (10/31/2007), she introduced the dialogue through reading aloud, comprehension questions, listening to the CD, introducing vocabulary in the dialogue, and retelling the story with gestures. Vocabularies and sentence structures were introduced and practiced through drills. In

week two (11/07/502), vocabulary quiz was administered and second set of vocabulary was introduced. In week three (11/14/502), Portia introduced phonics, used a group activity and completed the phonics exercises in the textbook. The activity was for students to write down words that matched the spelling of the phonics sound that was taught. Reading passage was also covered through reading aloud and exercises in the textbook. In week four (11/21/2006), Portia reviewed sentence patterns and phonics through explanations, drills, and relay word games.

Supplementary Materials

Both teachers mentioned that they included supplementary materials in their lessons. To have ideas for their lessons, they consulted the teacher's manual from time to time, and would adopt the activities if they were really good. The teachers also had CDs and worksheets provided by the publishers. Emily preferred making her own worksheets tailored to the content she taught. To get ideas about teaching, Portia used to purchase many books on English pedagogy, but did not find them worthwhile. The content and activities in the book did not match what she was teaching; therefore, Portia turned to internet for sources of ideas, and she found plenty of websites where she could download suitable materials. She made two types of worksheets, one that dealt with themes like holidays, arts and crafts and another that focused on the textbook content.

In practice, both teachers made use of supplementary materials in their lessons. Emily used a Halloween worksheet from a resource book, and designed her own as well. As for Portia, the worksheets she assigned for homework came from the internet, textbook publisher, and also by her own design. Two of the worksheets contained activities like word search puzzle and mazes that were Christmas themed. Worksheet provided by the publisher had exercises that dealt with sentence structures,

vocabularies, phonics, and reading. In the worksheets Portia designed, they dealt mainly with sentence structures covered in the textbook. Most handouts required students to produce sentences according to the pictures they see, and one summarized grammatical points.

4.5.3 Teaching Approaches

The teachers' approaches to teaching were investigated using interviews and Johnson's (1992) approaches to ESL instruction inventory (see Table 10). There were three types of statements on the survey, skill-based approach, rule-based approach, and function-based approach. For skill-based approach, memorization and repetition through drills and practices is emphasized, and the language production is divided into the four skills, listening, speaking, reading and writing. For rule-based approach, understanding rules as a prerequisite to language production is emphasized. For function-based approach, it is important to use language in an authentic environment, thereby enhancing meaningful communication. Emily and Portia chose one statement from each approach and the three statements happened to be the same (statements 2, 11, 14). Their choices indicate similar beliefs in teaching.

Over the course of teaching in Taiwan, Emily felt that the overall approach to teaching has changed to where actual learning is becoming more important than having fun. From her answers in Johnson's inventory (1992), Emily chose three skill-based statements, one rule-based statement and one function statement. For instance, Emily's choice of statement twelve, "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" fully illustrated the importance of using repetition and memorization in class.

In practice, Emily's teaching did in fact showed plenty of instances of skill-based

approach. For teaching sentence structures, Emily used mainly substitution drills, with question and answer drills and chain drills. An example of a typical substitution drill used by Emily was holding up the flashcard and asking questions that would have the students generate a sentence structure based on the flashcard (10/24/504). For instance, Emily would ask students, “What are you doing?” and the students would answer “I’m riding a bike.” The drill would continue for most of the vocabularies in the lesson. In the stimulated recall interview, Emily’s reasons for using drills were that it helped students to review and memorize the content learned. In addition, by changing a specific word in the substitution drills, students learned to apply sentence patterns.

Emily also chose a rule-based statement, indicating it was important to provide clear presentation of grammatical points. In practice, Emily was seen to illustrate sentences and phonics grammatical points four times in three of her lessons for a few minutes. For instance, to explain present progressive tense, Emily asked students questions about the story in the textbook, “Has Jack finished climbing or is he still climbing? [pause] He is still climbing. It’s happening now. It is not finished. He is still climbing” (10/31/2006). In another lesson where Emily was teaching the third person present verb tense, she asked students what the “be” verb for “she” was. She explained that “be” verb must be transformed according to the subject and wrote down all the transformation for the verb.

As for Portia, her inventory answers regarding the teaching approach she used in her lessons were different from her interview responses. In the inventory, it showed that she chose two function-based statements, two rule-based statements, and one skill-based statement. However, in the interview, she mentioned that her teaching is now taking a very traditional approach of using drills and grammar explanations, indicating the tendency of rule and skill-based approaches. For several years, Portia

often used many games in her classes and students were very involved in the games, shouting and having fun. Now Portia and Emily have reached a consensus regarding their teaching, which was to use fewer games in their lessons. Portia felt that even though students were having fun in their English lessons, the less proficient students did not really learn through games. Since there were only two classes per week, she had the choice of letting students have fun, or have them actually learn in her class, and she chose to do the latter. Portia admitted that although her approach is exam-oriented, it served to strengthen students' English foundation. In this approach students are under pressure to do lots of writing, memorizing, and taking tests. Portia indicated, "only after experiencing some pressure...will force the students to really study (11/14/2006)." She also believed that repetition in the lessons is very important because students often forget the content; hence, lessons should take a spiral approach, recycling some of previously taught materials.

Although Portia's interview showed that she took up mainly skill-based and rule-based approaches, her inventory answers revealed that she leaned towards more of the latter approach. She chose two function-based statements, two rule-based statements, and one skill-based statement. In practice, Portia's lessons, it showed more of a skill-based approach because of the many types of drills she used, and some emphasis on rule-based approach, because of the languages structure explanations. Like Emily, Portia used substitution drills for sentence structures, and repetition drills for vocabulary and phonics. Substitution is emphasized because students could see how new sentences are created by simply replacing the vocabularies. She would also often remind the students about grammar points that underlie the structures. In the following extract (translated into English) which took place after completing written exercises in the textbook, Portia reminded the students of grammar rules.

Portia: third person subject, what is third person subject?
 Students: he, she, it.
 Portia continued: How about the verb? What should you do with the verb?
 Students: Must add “s.”
 (11/14/2006, class 502)

Table 10: Teachers’ Beliefs Inventory-Approaches to ESL/EFL Instruction

Emily’s (NEST) Responses		
Approaches	Item No.	Statement
Function-based	2	As long as ESL/EFL students understand what they are saying, they are actually learning the language.
Rule-based	11	It is important to provide clear, frequent, precise presentations of grammatical structures during English language instruction.
Skill-based	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.
Skill-based	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.
Skill-based	14	ESL/EFL students usually need to master some of the basic listening and speaking skills before they can begin to read and write.
Portia’s (non-NEST) Responses		
Function-based	2	As long as ESL/EFL students understand what they are saying, they are actually learning the language.
Function-based	7	Language can be thought of as meaningful communication and is learned subconsciously in non-academic, social situations.
Rule-based	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.
Rule-based	11	It is important to provide clear, frequent, precise presentations of grammatical structures during English language instruction.
Skill-based	14	ESL/EFL students usually need to master some of the basic listening and speaking skills before they can begin to read and write.

4.5.4 Importance of Sentence Structures

Since the teachers spent much of their time teaching sentences structures in their lessons, the researcher investigated their beliefs in sentence structure teaching more profoundly. Both teachers believed sentence structures are very important for the students to learn. Emily mentioned that one lesson was dedicated entirely to teaching sentence structures over the course of four weeks for a unit. In other lessons, sentence

structures were taught along with other content. Emily indicated that sentence structures help students form conversations; students could replace words in the basic structures they learned and apply them to their daily life. Portia mentioned that teaching sentence structures occupied a large portion of time in her lessons. It was important for students to learn sentence structures so they could learn to use the language appropriately.

In practice, the teachers included sentence structures and drills in every lessons, though Emily's lessons included more drills on sentence structure than Portia's. Four of Emily's lessons were occupied by an average of eleven minutes on sentence structures, two lesson averaged twenty-four minutes and one that lasted the whole lesson, forty-minutes. The last one was a review lesson devoted entirely to sentence structures, where she used a game to drill students on the structures. For Portia, three of her lessons averaged six minutes, and the rest three lessons averaged sixteen minutes.

05. Sentence structures Activities

Both teachers indicated a preference of using mainly drills and assortment of other activities in their lessons. Emily indicated drills are common in her lessons because they emphasized repetition and helped students memorize the sentence structures. Emily indicated that her co-teachers also repeated and translated what she was saying in the joint lessons. When drilling the students, Emily would personalize the structures if situation was suitable. Other activities Emily mentioned for teaching sentence structures were role plays and unscrambling sentences. In addition, to reinforce students' understanding of the sentence structures through writing, Emily made her own worksheets for students to practice writing. Students' errors in written assignments were circled and underlined, but not corrected. These repeated mistakes

that most students made are pointed in class so that the students could correct themselves. When asked whether Emily used games in her lessons, Emily felt that since there was very little time in class, she hardly ever plays games. If she only played games in her lessons, she would feel frustrated as a qualified teacher; she stated, “when I’m teaching, I prefer to be teaching (10/31/2006).” The only time she used games was for review, and even then, she tried not to emphasize winning or losing. Students in Taiwan face plenty of stress to perform well academically at a young age, and she just wanted them to enjoy the fun when she did use games.

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Emily (holding up flashcard, visual side): What are you doing?
Students and Portia: I’m swimming.
(10/31/2006, class 504)

When asked why Emily always showed the visual side of the flash card first, she responded that the visuals made a note in the students’ memory which then connected it to the text that was shown on the other side of the flash card. If students were shown the words first, the connection might not have been as strong. She indicated, “I think it’s that visible connection, as the first impression, is important” (12/19/2006). Other variations with drills included chain drills, where Emily gave flashcards to groups of students to be used as verbal stimuli. After the first student asked the second student, the second student turned to the third student and asked the same question. By having

student hold up the flashcards, it helped them to make physical association with the word and the meaning. Students applied the sentence pattern they learned to the person behind them. The exercise was a one-on-one practice so it would not embarrass the students when they made mistakes, like they would be if they had to answer in front of the whole class.

Another practice was question and answer drill, conducted in different versions. In one version, Emily asked students questions about the type of food they wanted to eat using *relia*. In another version, students were first given time to ask their friends about the type of food they wanted to eat by pointing to the foods drawn by them on a paper plate. The idea behind the design of this activity was to practice sentence structures incorporating students' love for drawing and learning sentences. In addition, the students could also get out of their seats and practice with any friend they like, taking a break from normal routines of practicing with those seating near them. They are also less shy around their friends, generating more oral production. By the time students approach teachers for the last round of practice, they have spoken and heard the sentence structures three times; hence, they are not afraid to practice it with the teachers.

The rest of the activities that were observed included games and role plays. Emily played two games in her lessons, charades, and a mining game in a review lesson. For charades, Emily showed a representative from each teams (boys versus girls) a flashcard with action verb (e.g., swimming), and they acted out the actions in front of the class. The first student who raised his or her hand in the audience would answer Emily's question on what the representatives were doing and answering correctly earns a point for his or her team. For Emily, this was a fun way of doing drills and students loved acting in front of the class. As for the mining game Emily

showed the class a flashcard, and then randomly pick a student from one team to answer her question structured based on the flashcard. Emily also asked the entire class the same question. Next, the student picked any coordinates out of a table on the board and Emily would then check the point system to see how much that coordinate was worth. Emily mentioned that she played a similar game when she was a kid and she modified it to suit the purpose of language teaching. The mystery of not knowing what was behind the coordinates kept the students interested and curious. As for the role plays, they were carried out by the teachers or the students. During the stimulated recall interview, Emily mentioned that she asked students to do the role play because it boosted students' confidence and improved their speaking. In the lesson, students were reluctant to volunteer so the teachers enticed the students with candies.

As for Portia, she recalled that she mainly used drills in her activities. Portia believed that students should memorize sentence structures through drills. However, students got bored easily with them, so the way drills is designed is important. Chain drills emphasized both the answer and question structure but the low achievers found them harder to do because they needed to work on two structures. In situations where the answer structures were more important, she used little teachers to ask individual students. The advantage with using little teacher was that they helped the low achievers and created more practice opportunities for the students. As Portia drilled the students, she sometimes personalized the questions depending on the situation. As for using games, she believed that they should be used moderately and only for reviewing purposes. The advantage of games is that they enliven the lesson, making it much more enjoyable. The disadvantages are that it is difficult to control the time when playing games, and low achievers students do not learn much from it. Portia mentioned that many teachers, especially NESTs, played games for the sake of

playing games, without any teaching objectives in mind. These teachers liked to use games so that they did not have to plan their lessons, but the downside is that students do not learn.

In practice, Portia used substitution drills, unscramble sentences, information gap, and games to help students learn sentence structures. Substitution drills were conducted mainly by Portia but there was an instance where it was the little teachers drilling the students. In the substitution drills, Portia also held up the visual side of the flash card first, and then sometimes followed by the text side. She sometimes asked students to spell the word presented by the flash card. Since class time was limited, she wanted the students to review the spelling of the vocabulary so that they would be able to connect the pronunciation with the spelling, and memorize the word as well.

Portia (holding up visual side of flash card): What are they doing?

Students and Portia: They are talking.

Portia: How to spell talking?

Students and Portia (holding text side of the flashcard: t-a-l-k-i-n-g
(11/14/2006, class 502)

As mentioned in the interview, Portia did use unscramble sentences to help students with the sentence structures in one of her lessons. After students read a passage in the textbook, Portia handed out sentence strips of the passage to groups of students. They had several minutes to work together to put the sentences in the right order. When they completed the task, they read aloud the entire passage they put together. As for the information gap activity, students were in pairs, and each had the same passage but different slots missing. They had to read their own passages to each other so their partner can fill in the slots. To check the text, Pamela read the text together with the class. Again, she asked students how to spell the missing words. Portia felt that she might not have been strict enough with the students because they copied off each other's answers during the activity. Portia used unscramble sentences

last year and students found it enjoyable. She mentioned in the stimulated recall interview that the purpose of this activity was to train their organizational ability and have students work together, which helped them brainstorm and correct one another.

As for games, Portia used a relay word game to review sentence structures and grammar tense. She wrote a sentence in present form of the board, and a representative from each team came up to rewrite the sentence in the present progressive tense. The representative could only write one word at a time, go back to their group, with the next representative write the next word or correct an incorrect form written by previous member. The first team to complete the sentence wins a point, followed by additional points based on the correctness of the sentence. In the stimulated recall interview, Portia indicated that the tense changing is difficult for many students, but they would feel bored if they had to do more drills. Therefore, Portia designed this fun game that enabled them to learn at the same time. The reason why Portia allowed only one word and not the entire sentence to be written by each student was because of her consideration about the weaker students. Their teammates might get mad at them if they could not write down the sentence. When students work together in team, they help each other, as seen by shouting out the answers.

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4.5.6 Teaching Grammar

Both teachers also mentioned that grammar played an important part in teaching sentence structures. Emily believed getting the order of words correct is the imperative; a word misplaced changes the meaning of the entire sentence. When asked whether grammar terminology should be taught, Emily responded it was difficult for her to answer because she did not know if students were required to learn them. She mentioned that if students were not required to learn the terminology then there is no use to teaching it. In practice, after Emily completed the drills, Portia stepped in and explained the grammar points in the sentence structures; Emily rarely did any in-depth grammar explanations.

Based on the interviews, Portia is a strong believer in teaching grammar. She

mentioned that previously she only focused on sentence pattern drills because she thought that teaching verb transformation would be too difficult for the students. However, she realized that students who do not attend cram schools would never know how verbs are transformed. In addition, drawing her experience as a student; she often had problems understanding the tenses. Portia mentioned she incorporated bits grammar into her teaching, reminding them the rules whenever necessary. Students responded that they did not know what Portia was teaching; for instance, they had trouble grasping the concept of adding suffix “s” for third person verb transformation, or changing a verb from present to present progressive. The easiest way for students to understand grammar was by telling them directly what rules were involved and the transformation of verbs. In terms of grammar terminology, Portia felt that it is necessary for the students to learn them. She mentioned she usually had one lesson at the beginning of the school year in which she explained twelve verbs tenses (e.g., present tense, present progressive tense). She told the students that the main difference between English and Chinese is that English has many verb tenses.

In practice, Portia was indeed seen explaining grammar in joint lessons and individual lessons, and using activities to raise students’ awareness of tenses. Portia used grammar terminologies in both English and Mandarin and the terminologies were on the worksheet she handed out for homework. As for the activities, Portia asked students to circle verbs with “s” affix in the reading passage. The follow up activity was to have students read the passage aloud and hit the table when they encounter a verb ending with “s”. Portia revealed in the stimulated recall interview that hitting the table was for fun because students get bored reading aloud. It also helped to emphasize the point she was making, adding suffix “s” to third person singular present tense verb.

Portia: What is present progressive tense? *Present progressive tense.... Emphasize on the action that is taking place now. What is added in the action part? (In Mandarin)*

Students: i-n-g
(12/12/2006, class 504)

4.5.7 Assessment

Portia revealed that seventy percent of students' grade came from their exams, quizzes and student activity book, while the rest thirty percent counted towards participation. Since low achievers try to do their best in class, Portia felt that their participation should be acknowledged in their grades.

Homework

Emily planned homework assignments but asked co-teachers to explain them to the students to avoid wasting class time. Portia indicated that the homework she assigned accommodates three proficiency level students. For instance, weaker students were to copy each vocabulary for five to ten times as their writing assignment. Medium level students were asked to make sentences incorporating these vocabularies. Strongest students were asked to write a short passage with an assigned theme. Besides writing, Portia also assigned reading aloud homework to train students' oral skill. Students were required to read dialogues or text passages to their parents aloud for three times and obtain their signature upon completion. If students did not do their homework, she punished them by making them do more homework. For example, for students who failed to read aloud three times, they had to copy the text three times. In practice, the two teachers assigned the same homework, which included completing worksheets and student activity book, vocabulary writing, and reading aloud dialogues or passages. The homework emphasized on practicing sentence structures and oral reading.

Exams

The fifth graders had three exams each semester; two written exams and one oral.

Emily indicated that it is only through writing exams that she was able to assess students' proficiency; students were accustomed to doing oral repetition in class and writing often presented as a challenge for them. However, Emily also pointed out the flaw with written exam; it was difficult to know if students really understood the content by identifying a picture or writing the words in the written tests. They might study the word but still not fully grasp the meaning. The oral exam required students to read vocabularies aloud, read dialogue or a passage and answer questions using sentence structures previously covered.

In practice, the researcher was able to analyze the written exams but was unable to observe the oral exam. The exams (see Appendix 07) included forty percent on listening and sixty percent on writing. The listening part included exercises such as putting a check on the correct pictures, writing down vocabularies, and numbering the statements. The writing part included exercises such as writing down the correct sentence structure according to the picture given, fill in the blanks in a reading passage and unscrambling sentences.

4.5.8 Extracurricular Activities

The teachers also devoted their time to extracurricular activities. Emily did story telling to grade one and two and remedial English to grade three and four. The remedial teaching did not achieve as much effect as she had initially planned. The students were slow learners and had low proficiency in English, so it was difficult for them to understand her. Emily believed that they might have done better had non-NESTs helped these students because Mandarin explanation would have been provided. Emily believed that she could have had more success had she worked with more proficient students because they were the ones bored and unchallenged in class.

For Portia, she organized many English activities for the students. All English teachers held monthly meetings on the activities to be held in the semester. In the first semester, there was Halloween, where students went trick or treating in different classes. In the second semester, Fifth graders had some sort of performance, either acting or singing. In addition, the school held English drama camp once every few years, where students acted, but Portia felt that it was only the proficient students who reaped the benefit of these activities. Portia was upset that most English activities benefited students who were already good in English; therefore, she liked to conduct activities that helped the less proficient students so that there was a sense of participation from them. Portia set up an English soccer club where students were eligible to join based on their soccer skills and stamina, not their English proficiency. She worked with a male NEST, who taught students basic soccer commands in English, like “pass”, “defense” and “offense” during weekly soccer practice. Besides practicing in school, the teachers also brought students to compete in other schools. Students enjoyed being in the English soccer club very much. As for remedial teaching, she indicated that she would do it had she the extra time, but she would only teach the lower grades. Their gap of proficiency is not as big as the students in the higher grades and it would be easier to reduce the gap.

The extracurricular activities took place outside of the classroom hence they were not documented. The researcher was at the school on Halloween and saw students dressed up in costumes. During lunch, Portia was busy preparing for awards ceremony that awarded the classes that had the best costumes.

4.5.9 Teaching Difficulties

Emily and Portia encountered different difficulties in teaching. Emily had problems with establishing the methods and content to teach while Portia found

teaching students of different proficiency levels difficult. For Emily, she was not sure about how to teach some of the contents. For instance, she did not know if they, the NESTs should teach grammar, and if so, to what extent, and if rules should be included. In addition, every school used different book, and that, to Emily, felt like “there’s no common ground, no consistency in what you’re doing” and that “somebody should be telling us what is expected” (11/21/2006). Taking writing alphabets as an example, Emily mentioned that students in Taiwan are introduced to writing whole letters immediately where as in South Africa, students learned to make shapes, like curves that will eventually be used to form alphabets, such as “s” and “c.” she stated, “it’s a very simple example but it’s the most important thing...the basics needs to be right.” (11/21/2006). In addition, she sometimes found it difficult to transfer her knowledge to the students,

...at times it’s difficult you have the knowledge why certain things are the way they are in the language, but you can’t, you don’t have the ability to necessarily teach them that. Also it’s not necessarily required to teach that. (10/31/2006)

As for Portia, the biggest teaching difficulty for her was helping students whose proficiency levels were so diverse. She taught at least six, seven hundred students each semester, and at least one to two hundred of those students needed remedial lessons occupy. Portia rarely had time to conduct remedial teaching outside of the classroom. With the limited amount of class time, she also found it difficult to teach students the four skills. Portia indicated that team teaching helped to reduce some of the problems because in the joint lesson, she was able to help individual students with their problems.

4.5.10 Summary on Beliefs about Language Teaching with Emphasis on Sentence Structures

Both teachers shared similar beliefs in the qualities of a good teacher, importance

of sentence structures, methods of teaching sentence structures, and different opinions in approaches to language teaching, and teaching difficulties. First of all, both teachers agreed that being good teachers require them to enjoy teaching, and it was visible that they showed enthusiasm, and the non-NEST even added humor in her lessons. Furthermore, the NEST emphasized paying students personal attention, and it was observed that she sometimes interacted with students before class began. The non-NEST added patience as another virtue, and she displayed this characteristic by giving students individual assistance during joint lessons.

Secondly, both teachers differed in their opinions on approaches to language teaching, and not all of their beliefs are reflected in their classroom practices. For the NEST, her interviews and inventory responses showed that she took up skill-based approach in the joint lesson. On the other hand, the non-NEST's interview responses indicated skill-based approaches but her inventory answers revealed function and rule-based approaches. The NEST's beliefs of skill-based tendencies were in fact manifested through the use of abundant drills. Some rule-based teaching was also visible in the joint lesson but it was the non-NEST who explained the rules. As for the non-NEST, her lessons reflected skill-based approaches rather than function-based because of many drills used; in addition, rule-based approach was also evident since her grammar explanations often followed sentence structure drills and she used grammar awareness raising activities. The teachers expressed that grammar is an important part of English for students to learn, although the non-NEST showed a stronger belief judging from her inventory response. The beliefs explained why grammar teaching was visible in both lessons, albeit the non-NEST who was doing most of the explaining.

Thirdly, both teachers mentioned that sentence structures were important for

students to learn, and they spent quite a large portion of class time devoted to teaching it. The NEST mentioned drills, and other activities she used for teaching sentence structure, while the non-NEST could only recall drills being implemented. Both shared the same view that games should not be used often in the lessons, because they do not help less proficient students learn. In the lessons, the NEST did in fact use plenty of drills, and some games, while the non-NEST also used drills, a game and other activities.

Lastly, the two teachers differed in what they perceived to be their teaching difficulties. For the NEST, she needed to be informed about how certain content are to be taught and to what extent while the non-NEST found teaching students of diverse proficiency levels to be very challenging. A possible explanation for NEST's confusion is that she is not as familiar with Taiwan's education system as the non-NESTs are, as the latter received their most of their education here.

Table 11: Beliefs and Practices about the Role of Sentence Structures in English Teaching

Item		Emily (NEST)	Portia (non-NEST)
01. Qualities of a good teacher		<ul style="list-style-type: none"> ◆ Enjoy teaching ◆ Interest student ◆ Pay students personal attention Practice: give attention outside of class, and individual assistance in class	<ul style="list-style-type: none"> ◆ Patient Practice: Give students individual assistance <ul style="list-style-type: none"> ◆ Outgoing ◆ Enjoy teaching Practice: Use Humor
02. Lesson Planning	Lesson	<ul style="list-style-type: none"> ◆ Warm up ◆ Review ◆ Main presentation ◆ Wrap up Practice: Matches lesson plan	Lesson plan not provided by non-NEST
	Unit	<ul style="list-style-type: none"> ◆ Week 1: Dialogue Practice: CDs and role plays <ul style="list-style-type: none"> ◆ Week 2: Vocabularies Practice: Drills <ul style="list-style-type: none"> ◆ Week 3: phonics, reading passage Practice: Textbook exercise	<ul style="list-style-type: none"> ◆ Week 1: Dialogue Practice: CDs and retelling the story <ul style="list-style-type: none"> ◆ Week 2: Vocabularies, sentence structures Practice: Drills <ul style="list-style-type: none"> ◆ Week 3: Phonics, reading passage Practice: Textbook exercise

		<ul style="list-style-type: none"> ◆ Week 4: Review Practice: Game	<ul style="list-style-type: none"> ◆ Week 4: Review Practice: Drills and games
	Supplementary Materials	<ul style="list-style-type: none"> ◆ Teachers Manual ◆ CDs ◆ Handouts 	<ul style="list-style-type: none"> ◆ Teachers Manual ◆ Books ◆ Internet sources ◆ CDs ◆ Handouts
03. Approaches to teaching		<ul style="list-style-type: none"> ◆ Inventory: 3 skill-based, 1 rule-based, 1 function ◆ Interview: Skill-based Practice: drills, grammar explanations, but mainly by co-teachers	<ul style="list-style-type: none"> ◆ Inventory: 2 function-based, 2 rule-based, 1 skill-based ◆ Interview: Skill-based Practice: drills, grammar explanations
04. Importance of sentence structures		<ul style="list-style-type: none"> ◆ Very important 	<ul style="list-style-type: none"> ◆ Very important
05. Teaching Sentence structures		<ul style="list-style-type: none"> ◆ Drills Practice: Substitution drills, chain drills, question and answer drills <ul style="list-style-type: none"> ◆ Role Plays Practice: teacher role plays, student role plays <ul style="list-style-type: none"> ◆ Unscrambling sentences ◆ Not many games Practice: 2 games	<ul style="list-style-type: none"> ◆ Drills Practice: Substitution drills <ul style="list-style-type: none"> ◆ Not many games Practice: 1 game <p>Other Practices:</p> <ul style="list-style-type: none"> -Unscrambling sentences -Information gap
06. Teaching grammar		<ul style="list-style-type: none"> ◆ Grammar explanation Practice: grammar explanations by co-teachers	<ul style="list-style-type: none"> ◆ Grammar explanations Practice: grammar explanations and awareness-raising activities
07. Assessment		<ul style="list-style-type: none"> ◆ 70%: Three exams (2 written, 1 oral), quizzes, student activity book ◆ 30%: Participation 	
	Homework	Practices: <ul style="list-style-type: none"> -Completing worksheets and student activity book vocabulary writing -Reading dialogues or passages aloud 	
	Exams	<ul style="list-style-type: none"> ◆ Oral exam: read aloud and answer questions (not observed) Practices: <p>Written exams: 40% on listening and 60% percent on writing.</p>	
08. Extracurricular activities		<ul style="list-style-type: none"> ◆ Story Telling ◆ Remedial Teaching ◆ Halloween ◆ Editing school files 	<ul style="list-style-type: none"> ◆ Soccer camp ◆ Halloween
09. Difficulties in teaching.		<ul style="list-style-type: none"> ◆ Establishing common ground in methods and content 	<ul style="list-style-type: none"> ◆ Teaching students of multiple proficiency levels