

APPENDICES

Appendix 1: Questions of the semi-structured interview

1. Background Information

- A. Educational background
- B. Major
- C. Family Background (members, values, interaction)
- D. Personality
 - i. In what way does your personality influence the way you teach?
- E. Length of teaching experience
- F. Past working experience
- G. Why do you choose to teach English in Taiwan?

2. Language Learning/teaching Experience

- A. Past learning experience
- B. The unforgettable teachers in school
- C. Foreign language learning experience
 - i. How have your experiences as a language learner affected your beliefs about language learning or teaching?
- D. English teaching Experience in Taiwan

3. English teaching

- A. What are your teacher's beliefs about EFL?
- B. What do you think are the most important goals of EFL teaching?
- C. Teaching principles
- D. What part of the four skills do you think is the most important for EFL learners? Why? Do you emphasize a lot on it/them?
- E. What are the best ways to learn English?
- F. What kinds of exposure to language best facilitate language learning?
- G. Do you think you are a professional EFL teacher? Why?
- H. What qualifications do you think a professional EFL teacher should have?
- I. How would you define effective teaching?
- J. What helped you most to become a professional teacher?
- K. What challenges did you encounter in your first year of teaching? How did you overcome them?
- L. In what ways do you improve your teaching skills? Which is better? Why?

4. Native and Non-native issues and Taiwan teaching environment

- A. What do you regard as the advantages and disadvantages of a native English speaking teacher?
- B. In what sense do you think you teach differently from a non-native teacher?
- C. Merits of Knowing students' native language and shortcomings of not

knowing it.

- D. Do you integrate western culture into your teaching very often?
- E. What are the difficulties you faced in this teaching environment?
(insecure teaching environment, unfamiliar with students' culture, local educational model, etc.)
- F. What is the most rewarding aspect of teaching for you?
- G. What is your opinion about local English teachers' language competence and teaching styles?
- H. How did you cope with the fact that you share different learning and teaching culture with your students?
- I. What do you think about the influence of your life experience in Taiwan on your teaching?

5. Learners and Learning

- A. Short description of this class and its problems
(student's level, motivation, interests, etc.)
- B. How do you understand students' proficiency level?
- C. How do you deal with students with different levels in a large classroom?
- D. How did you arouse students' learning interest and maintain their motivation?
- E. How do you discover students' learning difficulties and need? How do you help them?
- F. What relationship do you try to build up with your students?
- G. What's your expectation of your students?
- H. What mistakes do your students make most frequently? How and when would you correct them?
- I. If your students cannot understand what you teach, how will you deal with that?
- J. What kinds of learning styles and strategies do you encourage/discourage in learners?
- K. What roles are students expected to assume in your classroom?

6. Cram school teaching experience

- A. What motivates you to keep teaching English in Taiwan for so many years and still have a passion for it?
- B. According to your personal experience, what problems have you ever encountered in cram schools in Taiwan? How did you overcome them?
- C. you mentioned that most cram schools in Taiwan employ foreign English teachers with white skin only. They ignore whether their English is good or not, whether they are capable of teaching English. Therefore...

- i. What are the standards that most cram schools adopt to employ a foreign English teacher?
 - ii. What kind of role do foreign English teachers play in cram schools in Taiwan?
 - iii. What's your personal opinion about this phenomenon? Any possible solutions?
 - D. What suggestions will you give to those who want to come to Taiwan and teach English in cram school? And to those who have already been in this business?
- 7. K-School:**
 - A. Learned the skills of classroom management
 - B. Learned how a teacher should be respected by students
 - C. Learned how to be a real teacher
 - D. Learned how parents' opinion can affect teachers' ways of teaching
 - E. Learned how a principal can alter the school policy
 - F. What else does this experience benefit your teaching or does it bring any influence on your teaching?
 - i. Serious about students' homework?
 - ii. Teacher and students' interaction?
 - iii. Relationship with colleagues, parents?
- 8. What are the differences between teaching in the public schools and in cram school?**
 - A. Teaching goals?
 - B. Teacher and student interaction?
 - C. Classroom management?
 - D. Students' learning culture, attitude?
 - E. Curriculum design?
 - F. Relationship with colleagues, administrators and parents?
 - G. Salary? Working hours?
- 9. Does your public school teaching experience influence your cram school teaching? If yes, how and in what aspects?**
- 10. Does your cram school teaching experience influence your teaching in public school? If yes, how and in what aspects?**

Neighbors Fed Up with Loud Music

1. Quick Reading

Look at the pictures on page 43. What is the story about? Now read quickly to get the main idea.

LONDON, ENGLAND ¹James Meadows, 28, doesn't **get along with** his neighbors. He likes to play loud music. ²But his neighbors **are fed up with** it. ³Again and again they **report** the problem to the police. They tell Meadows to **turn down** the volume. ⁴But Meadows ignores the **warnings** and continues to play loud music. ⁵Finally, the police **take away** his \$700 stereo. They **smash** it with a hammer on a public street. ⁶"This is a **warning** to everyone. Neighbors have **rights**," they say. ⁶But Meadows is **steaming**. "The police should **go after** criminals, not music lovers," he says.

New Idioms and Expressions

- be fed up (with someone or something)** be tired of; be at the end of your patience (with someone or something)
- get along (with someone)*** have a good relationship (with someone)
- again and again** many times; repeatedly
- turn something down*** make something less loud or less strong
- take something away*** remove something
- be steaming** be angry
- go after someone or something*** try to get or catch someone or something

*Phrasal verb (see Lesson and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Complete the Idiom

Cover page 42. Look at each definition below and then complete the idiom.

- a. be angry = be _____
- b. try to get or catch = go _____
- c. have a good relationship with = get _____ with
- d. many times = again and _____
- e. be tired of = be _____ up with

5. Tell the Story

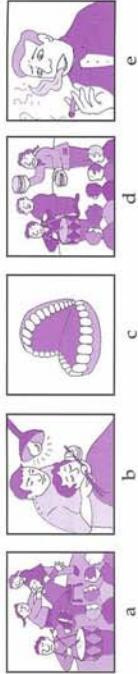
Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- a. First, work with the whole class to retell the story.
- b. Then tell the story to a partner or small group.

18. False teeth

Picture comprehension

Put a check under the picture that shows the English dentists in the story at work.



Summary

Use the words in the box to complete this summary of the story. You may need to change the form of some of the words.

celluloid pull improving publicity
introduction forgot healthy ivory

The Etruscans were making false teeth as early as 700 B.C., but their knowledge was (a) for many years. Later in England dentists used to (b) out teeth in (c), but it was not until the seventeenth century that dentists started to make false teeth again. They made them out of (d), gold and silver, and sometimes they used poor people's teeth. Toward the end of the nineteenth century (e) teeth were introduced, but this was not necessarily an (f). In the twentieth century, plastic false teeth were (g). In the future, we will probably not need false teeth because our teeth will be so (h).

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____
- (g) _____
- (h) _____

19 Diamonds



Pre-reading activity

1. Do you wear any jewelry?
2. Where would you keep your diamonds if you had any?
3. How do people protect their diamonds?



Diamond is the hardest naturally occurring substance known. It is the most popular gemstone and because of its extreme hardness, it is also used for various industrial purposes. Scientists are still unsure of the exact process by which diamonds are naturally formed, but it is certain that both extreme heat and enormous pressure are needed. It is, therefore, likely that diamonds were formed far below the Earth's surface where these conditions exist. The first synthetic diamonds were successfully produced in the 1950s, but the best and largest stones are still those created by nature.

The word "diamond" comes from the Greek "*adamas*," which means **invincible**, but the first definite reference to diamonds occurs in Roman literature of the first century A.D. The diamonds known to the Romans came from India, which was the only supplier of the stones until the eighteenth century. In 1762, diamonds were discovered in Brazil, and then in 1866 in South Africa, the **main source** of diamonds in the world today.

The idea that men should give diamonds to the women they love is quite new. It was invented in the last century by De Beers, the company that owns the South African diamond **mines**. The idea that "diamonds are forever" does **not hold water** either. Although diamonds are very hard, they can be damaged.

The largest of all known diamonds was the Cullinan. It was discovered in South Africa in 1905 and given to Edward VII, king of Great Britain. It was cut into smaller stones, the largest of which – and still the largest cut diamond in existence – is called the Star of Africa.

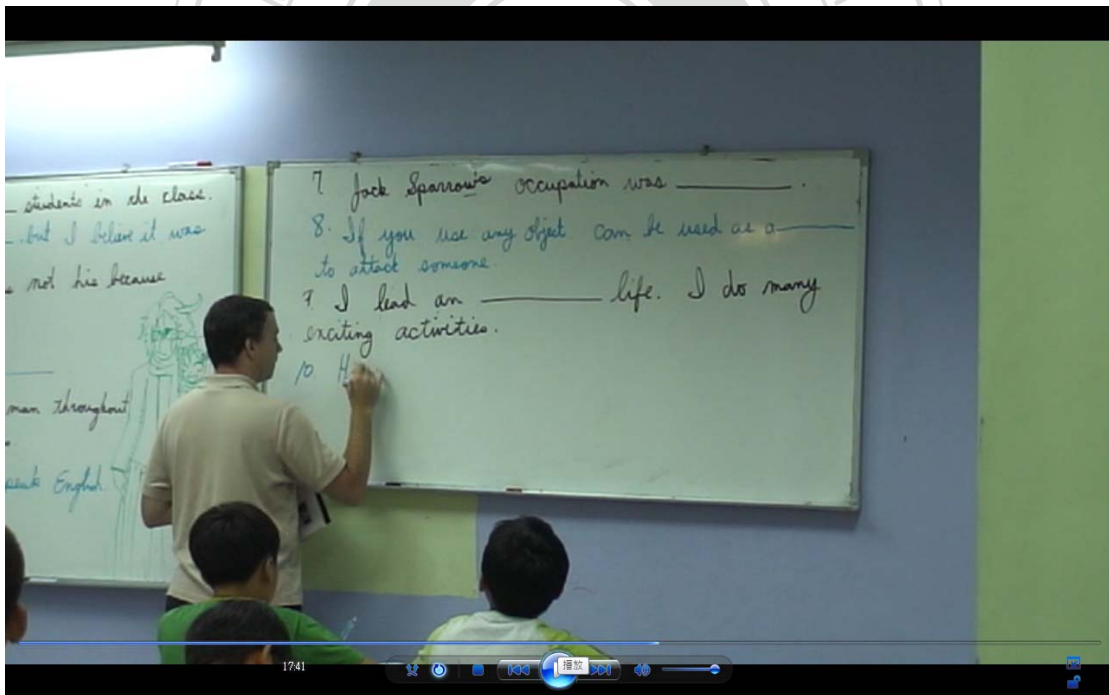
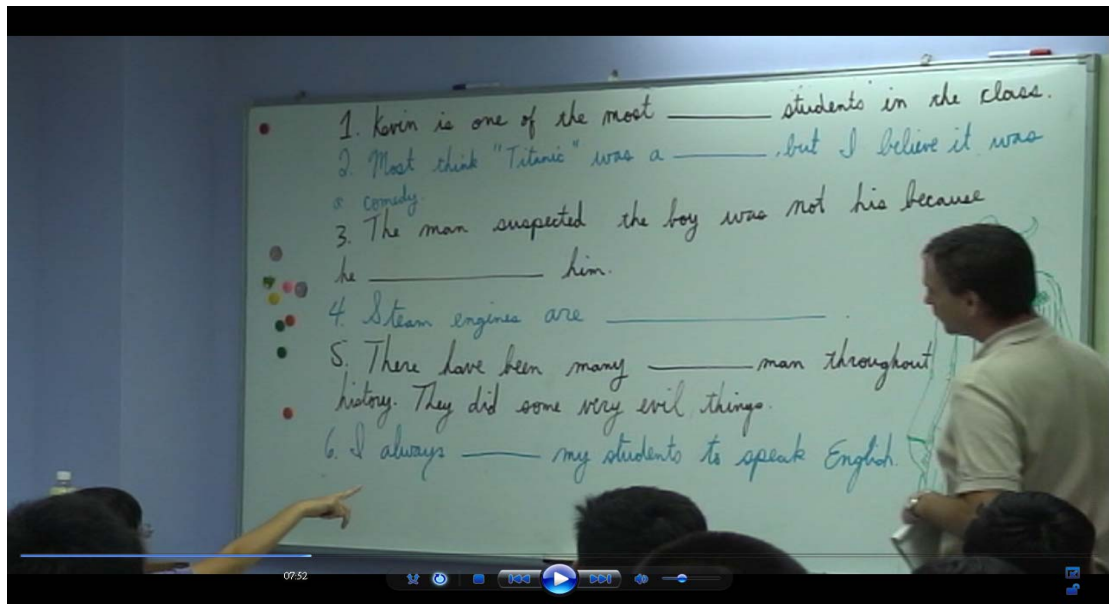
There have been a lot of diamond thefts in recent years, but scientists can now mark stones to show who owns them. Usually this mark is **invisible**, so thieves can't tell if a diamond is marked. Only the people who know how to make the mark appear can tell whether a diamond is marked or not.

Appendix 4: The handout of the translation activity at I-School

2007.10.18

兩個禮拜前我因重感冒病倒了。我不但覺得頭暈而且還全身痠痛。量過體溫後，我發現我發燒了。我立刻去看醫生。醫生給我處方後就交代我要多喝點水並要充分的休息。

Appendix 5: Pictures of the mock exam conducted at I-School



Appendix 6: An excerpt of the interview transcription

<p>What motivates you to keep teaching English in Taiwan and still have passion for it.</p>	<p>I know the answer to that question but now I have to articulate it. Why do I enjoy teaching English? Because I love education and I like to see people learn and I like to see people use their brains. And my teaching style is trying to get kids not just to learn English but to use their brains. Don't just force memorizational them. Actually think about what you're saying and think about the answer that you're giving them. Don't just think about in terms of 'oh, this is the answer that teacher wants.' So, I often like to ask questions like why-questions to the students. When reading a story, the answer will be in there but I will ask why do you think this man did that? And they'll go 'hrr...' and say 'I don't know' 'Don't say I don't know or you'll get double homework.' So they'll know can't say I don't know. Now tell me why. And they have to think of some reasons. I don't care what reasons they give me. As long as they give a reason and start using their imagination, and using their brains. That's what motivates me because when I see kids suddenly sometimes surprise you. 'Wow...you just said that answer and that's a great answer. Perfect!'</p> <p>(you just said that most of the foreigners they don't want to stay in Taiwan for a long time...)</p> <p>Well, they don't care if kids learn or not. I won't say MOST but there are foreigners, going into the school and all they want is 'GIVE ME THE MONEY. I stay my one hour or two hour and I go away. And that's all. I'm just filling time to get paid.' I don't look it that way.</p> <p>(So basically, you love teaching?)</p> <p>I LOOOVE it! I love teaching.</p> <p>(So students' sudden understanding can give you sense of achievement?)</p> <p>Yeah, When I see kids starting to think for themselves, it gives me a sense of achievement. 'Oh, yeah. I did it. I help him to get that in his mind.'</p> <p>(So what other elements that keep you to teach English in Taiwan for so long?)</p> <p>In Taiwan, teaching? Because it's always different. It's variety. It's never the same. Like today' class, it's never the same because next Tuesday, these kids are going to say something different. They're going to have more fun. It's gonna be different.</p>
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(Do you face any difficulties when teaching in Taiwan?)

See, I don't look them as difficulties. I look them as challenges. Yeah, I don't look anything as 'oh, it is difficult.' I look it as 'oh, this is a challenge. And if I can overcome this challenge, I am successful.' So if somebody says 'hey, what does success mean to you?' Success means 'Hey, I overcome these challenges with these kids, and these kids are learning and speaking English and they're using their brains. Oh, there you go. I am successful.'

(How about the challenges you had when living in Taiwan?)

Oh...too many to count. I lived in Kaohsiung for 10 years. And that was starting in 1993. That was....lots of challenges involved. Finding place to stay, talking to people, having people be direct to you...no one has ever been direct to me...and then you have to learn to get people be direct to you, so you have to start asking yes-no questions. 'Yes or No? Oh, Ok! Now we are starting to getting somewhere.' I don't like all these 'MAYBE' things.

(It must be a big challenge for you to survive in Kaohsiung because not many people can speak English then.)

Well, again, that also helped me to learn Chinese. And for me, learning Chinese was important. Because you're actually learning about other people. To learn a language is to learn the culture. See what you wanna learn about the culture, learn the language. But actually it's just recently a modern concept. Before, it's all structural. Learning a language is a structure-based thing. Whereas now, it's more of a conceptual experience and the learning of it. SO you learned something, you have the concept of it, you have the experience of it. So there are words in Chinese that I know that don't have any meaning in English. But I have the experience from that word, I have a concept of that word and I learned how that word works with other situation with other words.

(that's another trait for you to survive in Taiwan. Because you're willing to learn the local culture.)

I am willing to learn anything. Because as long as you're learning something, then you'll not die. The day you stop learning is the day you die. So, doesn't matter what you are learning from. It's whether you're learning something useful or you're learning from somebody or from something that you shouldn't do. It's always learning. Very important.

Appendix 7: An excerpt of the transcription of classroom observation

Date: 2007-10-18 Place: I-School

Time	Activity	Short Description of the Class	Notes
1' 04"	News-telling	<p><i>As usual, Bert asked the students who wants to tell the news to him first. Benny raised his hand but Kevin, who sat next to him, suggests to do “pick a number.” So Bert accepted and did that. So Ian was the first to be picked to tell the news. Ian was sitting in the last row, but when Bert asked Ian to stand up to tell the news, each boy students turned back to look at Ian, eagerly listening to what Ian would tell them.</i></p> <p><i>(When Ian was telling the news about chemical substance in strawberries and mangoes, Bert interrupted him.)</i></p> <p>Bert: <i>(to Ian)</i> Wait!Wait! The chemical substance in the mangoes can eliminate what?</p> <p>Ian: Cancers!</p> <p>Bert: Cancer? Really? So in the strawberry, there’s a chemical substance that can kill cancer. <i>(Ian nodded.)</i> Hey! We should eat strawberries.</p> <p>Ian: 不是每次!</p> <p>Bert: I’ m sorry what?</p> <p>Ken <i>(another boy student helped to translate the Chinese)</i>: Not all time!</p> <p>Bert: Not all the time! So what will eat strawberry? <i>(to Ian)</i> What you are saying is “strawberries are good!” <i>(Ian had no response.)</i> What you are saying is “strawberries are good.” Yes or No? <i>(Ian nodded.)</i> Yes! Strawberries are good because in the strawberries, there is a chemical substance that can eliminate cancers.</p>	<p>Bert asked students questions for clarification</p> <p>Bert confirmed the content and summerized it</p>
3' 38"			

<p>6' 43''</p>	<p>Ian: Yes! Bert: So, strawberries are good! And mango! Ian: And grapes! Bert: Oh, really? <i>(Bert walked up to the white board and wrote down 'cancer' on it.)</i> Bert: (to class) All right! Just let you know that cancer is 癌症. There are many different kinds of cancers. There's a brain cancer, lung cancer. There's lots of different kinds of cancers. <i>It's Kevin's turn to tell his news.</i> Kevin: My news is an elementary school teacher...take...took...a...heart's hand...hurt people hand...this <i>(he pointed to a stick.)</i> Bert: Oh, a stick! She took a stick! Kevin: and he took the stick! Bert: Is she or he? Kevin: SHE! She took a stick and hit a boy. Bert: In the head? Kevin: (looked puzzled and paused for a while and then understood) Oh, Yeah! Yeah! Yeah! Bert: Wait! Let me make sure we understand! (to Kevin, No.2) Kevin, can I use you as an example? (Kevin, No. 2 did not respond.) Can I use you as an example? Kevin, No. 2: Hmm... Bert: Okay! Please stand up so I can hit you in the head. <i>(The whole class laughed.)</i></p>	<p>Bert taught new words to the whole class from S' news story</p> <p>Bert corrected S' oral grammatical error</p> <p>Bert' humor</p>
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