

國立政治大學英國語文學系碩士在職專班碩士論文

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金門縣國民小學英語協同教學個案研究

A Case Study of a Native and Non-Native Speaker

Team Teaching Program in Kinmen

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**A Case Study of a Native and Non-Native Speaker**

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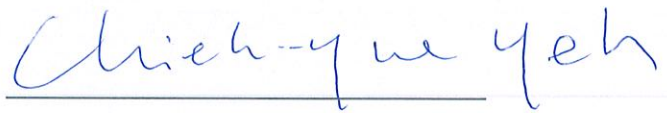


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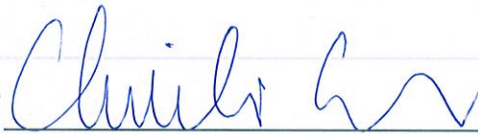
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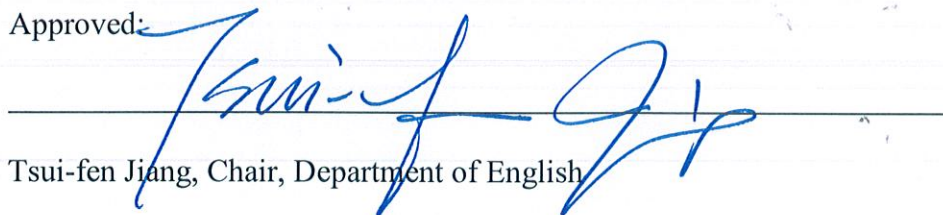
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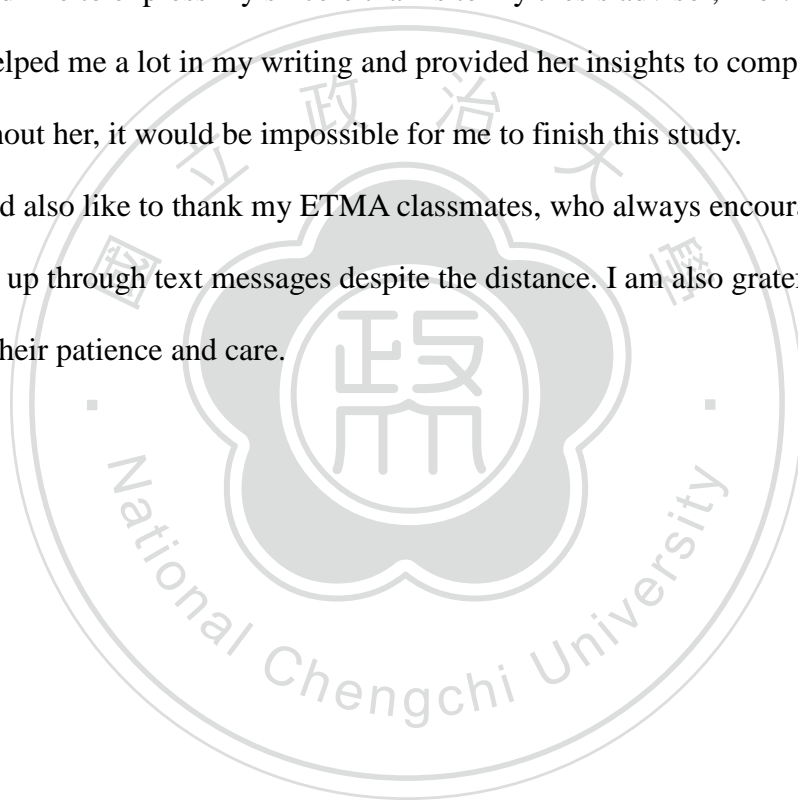
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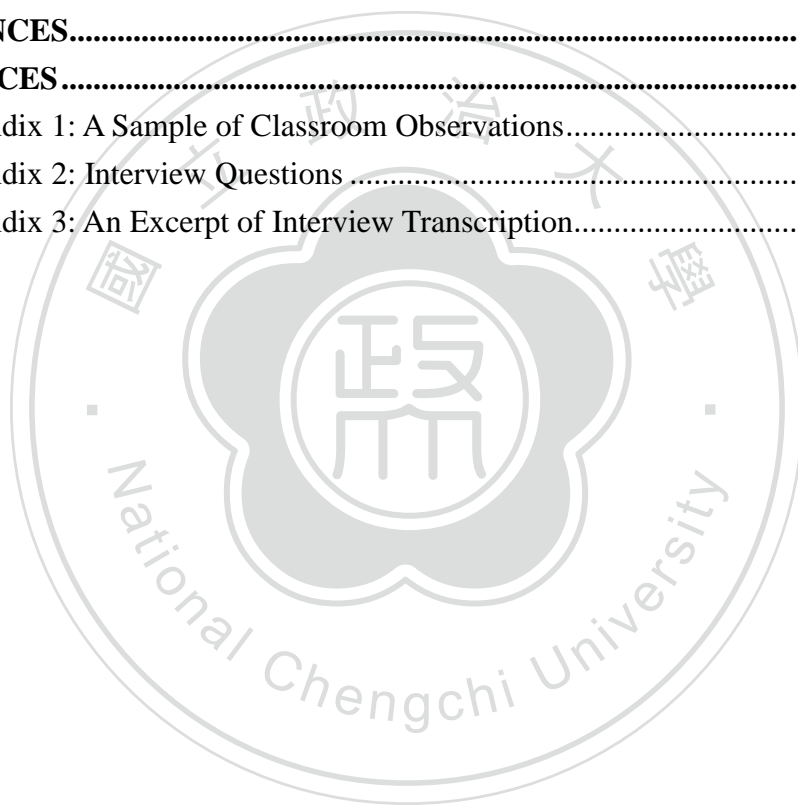


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碩士論文提要

論文名稱：金門縣國民小學英語協同教學個案研究

指導教授：葉潔宇博士

研究生：楊心鳳

論文提要內容：

本研究主旨在研究金門縣內國民小學英語教師與外籍教師協同教學的狀況，研究主要在探討：(1) 中外師協同教學的情形；(2) 協同教學過程中是否遭遇困難以及中外師如何解決教學中的問題；(3) 有助於中外師協同教學的因素；(4) 不利於中外師協同教學的因素以及(5) 中外師分別從協同教學過程中學到什麼。研究方法採用質性個案研究，研究對象為一對中、外籍的英語教師，研究工具為課堂觀察記錄，訪談，以及收集相關資料。研究結果發現：(1) 中外師備課討論時間不足；(2) 中外師之間有語言上的隔閡，彼此溝通費時；(3) 外師有班級經營上的困擾；(4) 職前研修、研習活動有助於中外師提升教學能力以及(5) 中外師的個性親切隨和，協同教學時能互相配合；(6) 外師具備當地語言能力有助於適應當地生活。根據研究發現，提出數點建議及未來相關的研究方向。

## **Abstract**

The purpose of this study is to investigate how native English speaking teacher (NEST) and non-native English speaking teacher (NNEST) team teach English in Kinmen. It adopted a qualitative research method and selected a pair of NEST and NNEST who did not have any team teaching experience and who taught at an Elementary school in Kinmen. Data collection lasted for four months, and the instruments for collecting data included interviews, classroom observations, and document analysis. The results of the findings are (1) the NEST and NNEST did not have enough time to discuss lesson planning; (2) the language barrier between the NEST and the NNEST resulted in communication difficulty; (3) the NEST had difficulty in managing the classroom on her own; (4) the orientation, the in-service training, and workshops helped both of the NEST and the NNEST in their teaching; (5) The NEST and the NNEST's amiable personality benefited the team teaching; (6) the NEST's ability to speak the local language helped her adjust to the local life. Finally, pedagogical implications and recommendations for future studies are stated at the end of the study.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Research

As English has developed as a lingua franca and been widely used in the modern world, a good command of English is considered as a must for global citizens. Besides making English a compulsory subject in school curriculum, many governments in Asia even start to hire native English speakers in public schools in order to enhance students' communicative ability. For example, Japan has implemented the Japan Exchange and Teaching Program (JET) since 1987. South Korea had a similar program, the English Program in Korea (EPIK) in 1996. Hong Kong started the Native-speaking English Teacher schemes (NET) in 1987 (Carless, 2006).

Taiwanese government began to introduce English in grade five and six in elementary school curriculum in 2001, and extended to grade three and four in 2005. The policy led to the shortage of qualified English teachers in elementary school. In order to fulfill the shortage of English teachers and provide a better English learning environment, Ministry of Education (MOE) decided to hire teachers from English-speaking countries in 2004. Most of the Native English-speaking teachers (NESTs) were allocated to rural areas, such as Nantou, Yilan, and Kinmen. The policy intended to solve the problem of the shortage of qualified English teachers and enhance students' communicative ability, but it received much attention and sparked heated debates in research. The domestic research reveals a positive effect on students' motivation and attitudes. Students improved in reading and listening in varying degrees (Herbart, 2009). Students have more opportunities to practice English and are more willing to speak English (Liu, 2004; Ting, 2000). Local teachers also benefit from professional knowledge and cultural awareness by working with

international teachers. On the other hand, the NESTs were found to have difficulties in the team teaching program. For example, many of them do not have teacher certificate and teaching experience before coming to Taiwan. The local teachers need to help them to manage the class (Chou, 2005; Tsai, 2005). Also, though the NESTs lack teaching skills, they are unwilling to participate in in-service training sessions. In addition, some of the NESTs just come to Taiwan to experience different culture or make money. Many of them will leave after their contract is due, which leads to high turnover rate (Tsai, 2005).

## **1.2 The Purpose of the Study**

While much research documented the team teaching programs in Taiwan, the setting in the present study, Kinmen, an outlying island of Taiwan, is rarely mentioned. Moreover, the turnover rate of the NESTs in Kinmen is comparatively lower than other cities, despite the fact that it is an isolated island apart from Taiwan. Many NESTs in Kinmen are willing to stay or renew their contract and come back the next year. Little research has been done to investigate the particularity of the team-teaching relationship between the NESTs and the NNESTs in Kinmen. The present study is hoped to shed some light on how the NEST and the NNEST can develop a successful team teaching relationship.

## **1.3 Research questions**

1. How do the NEST and the NNEST cooperate in the team teaching program?
2. If there is any problem and difficulties in the process of team teaching, how will the NEST and the NNEST solve the problems?
3. How does the NEST get accustomed to the team teaching program both inside and outside the classroom?
4. What are the facilitating and debilitating factors for the NEST to get accustomed to the team teaching program in Kinmen?

5. What do the NNEST and the NEST learn from team teaching?

#### **1.4 Definition of terms**

**Native English Speaking Teacher (NEST):** Though the term of the NEST and the NNEST has not reached a consensus, the present study will adopt Medgyes' definition: a NEST is a teacher who speaks English as a native language, teach at an EFL environment, whose students are monolingual and don't share the same native language as his or her students (Á rva & Medgyes, 1999).

**Non-Native English Speaking Teacher (NNEST):** NNEST refers to a teacher who speaks English as a second or foreign language, works in an EFL environment, whose students are monolingual and doesn't share the same native language as his or her students.

**Team teaching:** A teaching team of at least two teachers, collaborating together in teaching activity. In the present study, team teaching involves a NEST and a NNEST work together in class (Chou, 2005; Chen, 2007).

**Local English teachers (LETs):** Taiwanese teachers work as English teachers in the elementary schools in Kinmen.

**English Teaching Assistant (ETA):** NESTs who are recruited by Fulbright foundation and come to Taiwan to provide assistance to the local English teachers.

**TEFL advisor:** Each NEST in Fulbright foundation has a TEFL (Teach English as Foreign Language) advisor to help them solve their problems in teaching and living in Taiwan.

**Alien Resident Certificates (ARC):** A foreigner who obtains Alien Resident Certificates (hereinafter ARC) after entering Taiwan by the inspection of National Immigration Agency with a valid passport or a valid travel document(s) under the visa waiver program, or holding a visitor visa.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter aims to present the literature relevant to the present study and is divided into three sections. The first section explores the research on team teaching between the NEST and the NNEST. The second section reviews the team-teaching schemes in Asian countries. The last section focuses on the current NEST and NNEST's team teaching situations in Taiwan.

#### **2.1 Team teaching between the NEST and the NNEST**

Most research comparing non-native English speaker teachers (NNESTs) and native English speaker teachers (NESTs) focuses on the teachers' perceptions of themselves and their counterparts, their classroom practice, and students' perceptions of both groups of teachers. Language proficiency is the first issue of interest because it may lead to differences in teaching practice by NESTs and NNESTs. Medgyes conducted research to test his hypotheses that the NESTs and the NNESTs differ in terms of (1) language proficiency and teaching practice, and (2) the discrepancy in language proficiency leads to the differences in teaching practice. The survey included 325 teachers from 11 countries; 86% of them were non-native and 14% natives. The results of the surveys reveal these discrepancies are due to teachers' language proficiency (Reves & Medgyes, 1994). Concerning the previous research relied on much data collected from questionnaires, Arva and Medgyes conducted an ethno-cognitive study to examine the differences in teaching behaviors between NESTs and NNESTs. The results confirm that language proficiency affects the NESTs and the NNESTs' teaching style and practices (Arva & Medgyes, 1999). To explore further on NESTs and NNESTs perception and teaching practices, Medgyes and Benke employed another study to examine whether the differences perceived by NESTs and NNESTs match the learners' perceptions. The findings revealed that there

is an almost perfect match between the teachers' and the learners' perceptions (Benke & Medgyes, 2005).

Sammy and Brutt-Griffler (1999) applied the Reves and Medgyes (1994) approach to survey seventeen non-native-English-speaking MA or Ph.D. students in TESOL in the US. Nearly 90% of the subjects perceived differences between the two cohorts. However, they attributed the different teaching practices to cross-cultural differences between Western and Asian societies. It is not the language the teacher speaks that accounts for better teacher. The two cohorts of teachers have their respective strengths and weakness. NESTs can provide authentic pronunciation and language use for learners. Students can practice listening and speaking skills with the NESTs (Liu, 2004; Medgyes, 2000; Ting, 2000). Though with great English competency, most NESTs have difficulties explaining grammatical questions. On the other hand, NNESTs can provide more structural approach to teach grammar, comparing to their counterparts. Moreover, the NNESTs are good learning models; they can help students avoid language difficulties. If the teachers speak the students' language, they know their students' difficulties and how to overcome them (Larsen-Freeman, 2011). Neither group is superior and learners appreciate both groups of teachers for what they do best in the classroom.

## **2.2 Team teaching schemes in Asia**

Following the trend of globalization, many governments in Asia started to hire native speaking English teachers (Carless, 2006). The following will illustrate the policy and the implementation of practices in Japan, South Korea, and Hong Kong.

### **2.2.1 Japan**

Under the pressure of globalization, Japan started the Japan Exchange and Teaching (JET) Program in 1987. The JET program recruited native English speakers from ten participating countries, such as Australia, Canada, Ireland, Israel, Jamaica,



New Zealand, Singapore, South Africa, the United Kingdom and the United States.

The recruited teachers were placed in junior and senior high school to work with local English teachers as Assistant English Teachers (AETs) (Crooks, 2001). The goals of JET program are not only to provide students with authentic input and build English communicative skills, but also help Japanese teachers of English (JTEs) to change their grammar translation approach to a more communicative-based pedagogy.

A qualified candidate for JET program should be under the age of forty and have a Bachelor's degree. The salary is approximately 300,000 yen a month and the NEST should pay for the rent and health insurance on their own. They are expected to work for thirty-five hours per week from Monday to Friday, and sometimes do some extra work depending on school's schedule (Lee, 2006).

Despite of the good initiative, the presence of the AETs in the classroom has caused a lot of problems. The JTEs need to change their teaching methods and improve language skills. The changes made the JTEs concern about their roles and competence as teachers. The school administrative staff was also unaware of how to utilize the AETs and just made them read out a list of words.

As the JET program developed in the past years, more assistance and support has been available to both cohorts by way of workshops or seminars. Through presenting and discussing classroom practices and experiences, JTEs and AETs develop a better understanding of team teaching (Crooks, 2001).

### **2.2.2 South Korea**

Another similar scheme in South Korea is English Program in Korea (EPIK) which launched in 1995. The goal of EPIK is to improve students and teachers' English proficiency and cultural understanding. The NESTs are hired from Australia, Canada, Ireland, New Zealand, the United Kingdom, and the USA. They are assigned to teach English at public schools, train Korean English teachers, and assist the Board

of education. The government will provide free accommodation and pay addition 300,000 won to subsidize the rent (Lee, 2006).

Research of EPIK scheme has found cultural conflicts between NESTs and Korean teachers. Han (2005) suggested that NESTs' lack of understanding of Korean culture, educational context and students' need may lead to the failure of EPIK program. If the NESTs can be open-minded in learning to respect the local culture, it may help the NEST develop a relationship of effective team teaching with local teachers (Carless, 2006).

### **2.2.3 Hong Kong**

English became the official language in Hong Kong in 1858 when it was part of the British's colony. After Hong Kong was returned to China in 1997, the importance of English was reinforced because Hong Kong serves the important role of international financial center. English is considered an access to success. Consequently, Hong Kong launched the Native-speaking English teacher (NET) program.

Under the NET program, every secondary school has been provided with one NEST since 1997, and every two primary schools shared one NEST in 2002. The salary scale ranges from HK\$16,165 to HK\$43,940 (US\$2,077 to 5,700) per month. The NETs need to teach sixteen to eighteen hours a week. By contrast with Japan and South Korea, the NET program only hires trained and experienced teachers (Carless, 2006). The qualified NESTs should be native speakers of English with teaching certificates. Since the NESTs are experienced teachers, they are often arranged to teach alone in secondary schools.

However, the NESTs found difficulties adapting to the examination-oriented education culture in Hong Kong, which emphasizes vocabulary and grammar memorization. On the contrary, the NESTs tended to focus on communicative skills.

Students felt that NESTs can help improve their oral and listening skills; however, some were questioning their less emphasis on exam preparation (Florence Ma, 2012), which may also hamper the relationship between NESTs and NNESTs.

### **2.3 Current situations of NEST and NNEST's team teaching in Taiwan**

In order to enhance competitiveness, the MOE in Taiwan introduced English to elementary school curriculum in grade five and six in 2001 and extended to grade three and four in 2005 (Jeon & Lee, 2006). The new policy led to a shortage of qualified English teachers in elementary school. In need to solve the shortage of English teachers and improve students' communicative ability, the MOE decided to hire NESTs to teach English in public elementary and junior schools in 2004.

#### **2.3.1 The background of NESTs in Taiwan**

The NESTs who are recruited from native-English-speaking countries like the USA and the UK are required to have a bachelor's degree and a qualified teacher certificate. The salary scale ranges from NT\$50,000 (US\$1,540) for those with a bachelor degree to NT\$70,000 (US\$1,870) for those with a bachelor degree and a qualified teacher certificate (Jeon & Lee, 2006).

However, most of the NESTs are not majored in English or TESOL before coming to Taiwan (Lin, 2003; Ting, 2000). Ting (2000) Found out 80% of the NESTs in Kaohsiung did not major in English or TESOL. Two thirds of Lin's (2003) interviewees in Hsinchu city were not English majors. Without related educational background, most of the NESTs do not have English teaching experience before coming to Taiwan and they are unwilling to participate in-service training. For some NESTs, coming to Taiwan is just for experiencing culture or making money. Most of them will leave Taiwan soon after the contract is due without considering teaching English as a life-long career.

### 2.3.2 The studies on NESTs' teaching in Taiwan

There are three large-scale English language programs known for team teaching between NESTs and NNESTs in Taiwan, which are Hsinchu City English Program, Fulbright Program, and English Schweitzer Program. Hsinchu city was the first to launch the NEST and non-NEST team teaching program in Taiwan in 2001. The city government hired a private language institution to recruit, manage and train the NESTs. Though the NESTs are required to be college graduates with a teacher's certificate, most of them do not major in related areas and do not have any teaching experience before coming to Taiwan (Chou, 2005; Lin, 2002; Luo, 2005). They took this job for the purposes of making money and experiencing living in a different culture (Lin, 2002). Thus it leads to a high turnover rate. Students need to get accustomed to new teachers every new school year. Like Hsinchu city, the Yilan government cooperated with private language institution to hire NESTs to teach English in all the elementary schools in 2002. But it turned out to be a failed experiment because of the NESTs' limited time in each school. The government then worked with the Foundation for Scholarly Exchange Fulbright program and invited young Fulbright scholars to team teach with local teachers in the following year. The NESTs taught twenty periods a week, and used another fifteen hours to work on teaching-related duties (Tsai, 2005). On the other hand, the English Schweitzer Program was initiated by Kingcar Education Foundation to recruit volunteers from America in 2002. Since then, several teams of the volunteer youths from the USA have assisted teaching English in Nantou County, Chiayi County, Hualien County and Kinmen County (Hsu, 2006).

Though there are different backgrounds of these programs, most research in Taiwan has been focused on NESTs' teaching in several aspects, which could be categorized as below: (1) NESTs' classroom practices, and (2) NESTs' teaching

problems.

### **2.3.2.1 NESTs' classroom practices**

As native English speakers, NESTs serve as perfect models for students, and students are more willing to speak English in NESTs' classes. Most NESTs use games or activities to motivate students to learn and create a lively atmosphere (Lin, 2002). Students enjoy the NESTs' classes because they think it's more fun and with less pressure (Liu, 2004).

Though NESTs and NNESTs should work together in the team teaching sessions, it turned out that NESTs tended to dominate the whole teaching process while the NNESTs helped translate and manage the classroom (Lin, 2002; Jiang, 2006). The team teaching program aims to provide students with authentic input, but students may rely on the translation of NNESTs.

### **2.3.2.2 NESTs' teaching problems**

Team teaching programs between NESTs and NNESTs are supposed to bring the best out of two teachers; however, domestic studies have revealed some problems in NESTs' classroom management and working attitude.

In terms of NESTs' classroom management, numerous studies reveal that classroom management is the most challenging for NESTs (Ting, 2000). Most NESTs rely on the NNESTs' translation to communicate with the low achievers and discipline the mis-behaviors. NESTs appreciated NNEST in dealing with the students in general, though they thought the punishments were meaningless (Herbart, 2009). Some NESTs account their classroom management challenges for their lack of students' language. Low achievers cannot follow what the NEST said and feel bored in class (Wang, 2007).

As for NESTs' working attitude, a lot of NESTs come to Taiwan to experience exotic culture while making money. Most of them will leave Taiwan soon after they

finish their one-year contract and thus it led to high turnover rate of NESTs in Taiwan. However, the turnover rate of the NESTs in Kinmen is comparatively lower than other cities. Despite the fact that Kinmen is an isolated island apart from Taiwan. Many NESTs in Kinmen are willing to stay or renew their contract and come back the next year. Little research has been done to investigate the NESTs in Kinmen. The present study, therefore, is aimed to explore the team teaching relationship between the NEST and the NNEST in Kinmen, an outlying island of Taiwan.



## **CHAPTER THREE**

### **RESEARCH METHODS**

This study is a case study which aims to investigate the challenges and difficulties the NNEST and the NEST encountered in the team teaching program in Kinmen. The study examined three aspects: (a) the participants' classroom practices and teaching effectiveness; (b) the difficulties the participants encountered in the process, and (c) the participants' solutions to the problems. The study adopted a qualitative approach to obtain an in-depth understanding of the co-teaching relationship between the NEST and the NNEST. The setting, the participants, the instrument, procedures and data analysis of the study are introduced below.

#### **3.1 The setting**

The school presented in this study is located in Kinmen, an outlying island located in the west of the Taiwan Strait and closer to China than Taiwan. The Ministry of Education (MOE) in Kinmen started the NEST-NNEST team teaching program (also known as English Schweitzer Program) with Kingcar Education Foundation in 2004. Every class from the third grade to the sixth grade has a period of class per week taught by an NEST who would go to different schools for a morning or an afternoon, so students would be used to being taught by American teachers in Kinmen.

In addition to the Kingcar Education Foundation, the Ministry of Education in Kinmen also started to cooperate with the Fulbright Foundation to assist the English village program<sup>1</sup>, for which six Fulbright English teaching assistants (NESTs) stayed in Kinmen for eleven months from August, 2012. After a one-month training with the Fulbright employees, these NESTs were placed in the English village or other

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<sup>1</sup> The English village in Kinmen provides a two-day program to help enhance students' English learning by using English in six simulated-scenario classrooms.

elementary schools.

To minimize the polarization of English learning in Kinmen, the MOE strives to enhance students' English proficiency by assigning foreign teachers to every elementary school. Currently, both foundations are operating across the island, NEST Teachers from the Kingcar foundation and the Fulbright foundation were placed in every elementary school in Kinmen at the start of the new school year. In addition to regular classes taught by NNESTs, every class has one or two more periods taught by NESTs

The school in the present study consists of twenty teachers and six classes totaling 186 students. Each class has thirteen to twenty-three students. Most of the students are so-called new Taiwanese children whose mothers come from China or the South-east Asia. Few of them have English classes after school. This school year when the data was collected was the first time for the school to have a regular American teacher on campus. Students would have one regular class taught by the NNEST, one to two additional classes taught by NEST, and one to two team teaching classes per week.

### **3.2 The participants**

#### **3.2.1 Criteria of Choosing the Participants**

The research aimed to investigate how the NEST and the NNEST cooperated in the team teaching program, problems and difficulties they encountered in the team teaching process, how they solved the problems and how they became accustomed the team teaching program in Kinmen. In order to answer the research questions, the researcher looked for the participants who were qualified under the following criteria: (a) a NEST and a NNEST who never taught English in Kinmen, (b) a NEST and a NNEST who did not have any team teaching experiences, and (c) a NEST and a NNEST who were willing to participate in the research.



First of all, the reason why the first and second criteria were set up was to select the participants who were unfamiliar with the teaching contexts in Kinmen and therefore the difficulties they encountered would be various. Secondly, since the classroom observations and the interviews would take up a lot of teachers' time, the willingness of the participants was important. It was crucial to find the participants who were willing to spare their time to cooperate with the researcher. With all the criteria taken into consideration, Mei<sup>2</sup>, the NNEST and Lisa, the NEST, who never had English team teaching experience, were selected as the participants for the present study.

To depict a picture of the NEST and the NNEST who participated in the present study, information of their backgrounds and working experiences are described below.

### **3.2.2 NEST's background**

Lisa, the NEST in the present study, comes from Hawaii in the United States and went to Rhode Island for college. She studied religious studies there and took some Chinese courses. She can speak Chinese well and likes to learn Chinese. Lisa chose to come to Taiwan because one of her Mandarin Chinese teachers encouraged her to apply for the Fulbright English Teaching program. Before she came to Taiwan, she also taught beginning Chinese in the US with elementary school students, introducing them to basic Chinese language and culture. Though she does not have any English teaching background and experience, she is very passionate about English teaching.

### **3.2.3 NNEST's background**

Mei, the NNEST in the present study, is from Kaohsiung. She holds a BA degree in English. She has been teaching for four years in other elementary schools, in Kinmen and New Taipei city, and this is her first year teaching in the school under research. She did not work with Lisa, the Fulbright teacher or any other NEST before.

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<sup>2</sup> These are pseudonyms used to protect the identities of the participants.

She did not have any co-teaching experience prior to this semester when the data was collected.

### **3.3 Instruments**

This study adapted a qualitative approach to examine the cooperative relationship between the NEST and the NNEST. The present study, like many other qualitative studies, involved detailed description and analysis of the participants, and employed observations, interviews and related documents to collect data. Details concerning the three instruments are listed below.

#### **3.3.1 Interviews**

Two types of interviews, formal and informal, were conducted in the present study. The formal interviews were semi-structured interviews. There were eight formal interviews, including two pre-observation and six post-observation interviews. Before the classroom observations, the researcher interviewed the participants to get information about their background and teaching experience. The interview questions were adapted from the past literature that the researcher had reviewed.

The researcher conducted the post-observation interviews after observing the teaching sessions. These interviews aimed to investigate the problems the participants encountered and how they solved the problems during the teaching process.

Other than formal interviews, informal conversations with the participants, the participants' students, and colleagues were also made to further investigate the participants' teaching.

#### **3.3.2 Classroom observations**

Classroom observations were aimed to find out how the classes were conducted, and what difficulties and problems the NEST and the NNEST encountered in the teaching process. Observation is a common tool used in qualitative research as it

helps examine the phenomenon in-depth (Yin, 2003). The observed classes were video recorded to document the teaching process in the classroom. Video recording comprises more detailed information, including verbal and non-verbal aspects and enables the researcher and the participants to review the footage at any time. In addition to video recording, all classroom observations were also supplemented by field notes to compensate for any weaknesses of video-taping classroom observations, such as not capturing the students' reactions.

### 3.3.3 Document collections

Besides collecting data through interviews and observation, the researcher also collected materials such as Fulbright training handbooks, textbooks, handouts and test sheets, in hope of gaining a holistic understanding of the participants' teaching.

### 3.4 Procedures

The data were collected from September, 2013 to January, 2014, which covered twenty weeks. There were altogether six observations and eight interviews, and the procedures of data collection were illustrated as follows in Table 1.

**Table 1 Classroom Observation and Interview Schedule**

Week	observation	interview	
	co-teaching	NEST	NNEST
1		I 1-A*	I 1-B*
3	V		
4	V	I 2-A	I 2-B
9	V		
11	V	I 3-A	I 3-B
17	V		
18	V	I 4-A	I 4-B

*Note:* “A” refers to interviews with the NEST. “B” refers to interviews with the NNEST.

### 3.4.1 Classroom observations

The team teaching model in the school under research consisted of two joint sessions between the NEST and the NNEST for third and fourth grade levels and one joint session for fifth and sixth grade levels. The class observed was Class 601 which was also Mei’s homeroom class.

The researcher originally planned to video record six weeks of classroom observation. But classroom observations were not video recorded until the NEST and the NNEST became more familiar with each other and the researcher. The classroom observations were conducted in the third, fourth, ninth, eleventh, seventeenth and eighteenth week (see Table 2). Each period was forty minutes long. The observation schedule was designed to see how the NEST and the NNEST cooperated in the beginning, middle, and end of the semester. In other words, different stages of cooperation were observed. Because there were one mid-term and one final in the tenth and twentieth week, no classes were observed during these points in the semester.

**Table 2 Classroom Observation Dates**

<b>Date</b>	<b>Observation</b>	<b>Class</b>	<b>teacher</b>
09/16/2013	1	601	NEST & NNEST
09/27/2013	2	601	NEST & NNEST
10/25/2013	3	601	NEST & NNEST
11/08/2013	4	601	NEST & NNEST
12/20/2013	5	601	NEST & NNEST
12/26/2013	6	601	NEST & NNEST

### 3.4.2 Interviews

In the first week of the semester, the researcher conducted the pre-observation interviews (see Table 3). The researcher interviewed the NEST and the NNEST separately to get the information about their personal background and teaching experience (I A-1 and I B-1). The interviews also helped the researcher build up mutual trust and cultivate a rapport relationship with the participants from the beginning.

After every two observations of the teaching session, the researcher conducted the after-observation interviews (I 2-A, I 2-B, I 3-A, I 3-B, I 4-A, I 4-B). The researcher interviewed the NEST and the NNEST separately to investigate the teachers' perceptions of their teaching practices. Interviewing the NEST and the NNEST respectively allowed the participants to talk openly and the researcher to obtain in-depth information in a relaxed atmosphere.

A total of six semi-structured interviews were conducted after a week of classroom observation, either in the library or the art classroom. The interviews were conducted in the participants' native language, i.e., English for the NEST and Mandarin Chinese for the NNEST. All the interviews were audio recorded and later transcribed.

**Table 3 Semi-Structured Interview Sessions**

<b>Date</b>	<b>Interview</b>	<b>teacher</b>	<b>Time</b>	<b>Topic</b>
08/30/2013	<b>I 1-A</b>	NEST	25 min	◆ Teacher background information
09/04/2013	<b>I 1-B</b>	NNEST	31 min.	◆ Teacher background information
10/08/2013	<b>I 2-A</b>	NEST	38 min.	◆ Team teaching practice ◆ Difficulties encountered in

					team teaching
10/02/2013	<b>I 2-B</b>	NNEST	56 min.	◆	Team teaching practice
				◆	Difficulties encountered in team teaching
11/22/2013	<b>I 3-A</b>	NEST	50 min.	◆	Native and non-native English teacher issues
				◆	Images of NEST vs. NNEST
12/13/2013	<b>I 3-B</b>	NNEST	28 min.	◆	Native and non-native English teacher issues
				◆	Images of NEST vs. NNEST
01/13/2014	<b>I 4-A</b>	NEST	48 min.	◆	Interaction with colleagues
				◆	Life in Kinmen
				◆	Suggestion
01/15/2014	<b>I 4-B</b>	NNEST	40 min.	◆	Interaction with colleagues
				◆	Suggestion

The interview questions were formulated through several ready-made questions from related literature review, including teachers' background information, personal perception of the advantages and the disadvantages of being a NEST or a NNEST (Arva & Medgyes, 2000) and co-teaching and the problems in teaching (Wang, 2007; Jiang, 2006). The researcher chose the related questions from the larger pool and also designed her own questions to collect data for the research.

### 3.4.3 Document collection

The researcher also collected documents related to the co-teaching program, including the textbook, syllabus, lesson plans, worksheets and tests throughout the course of the study. Field notes taken in the observations will also serve as

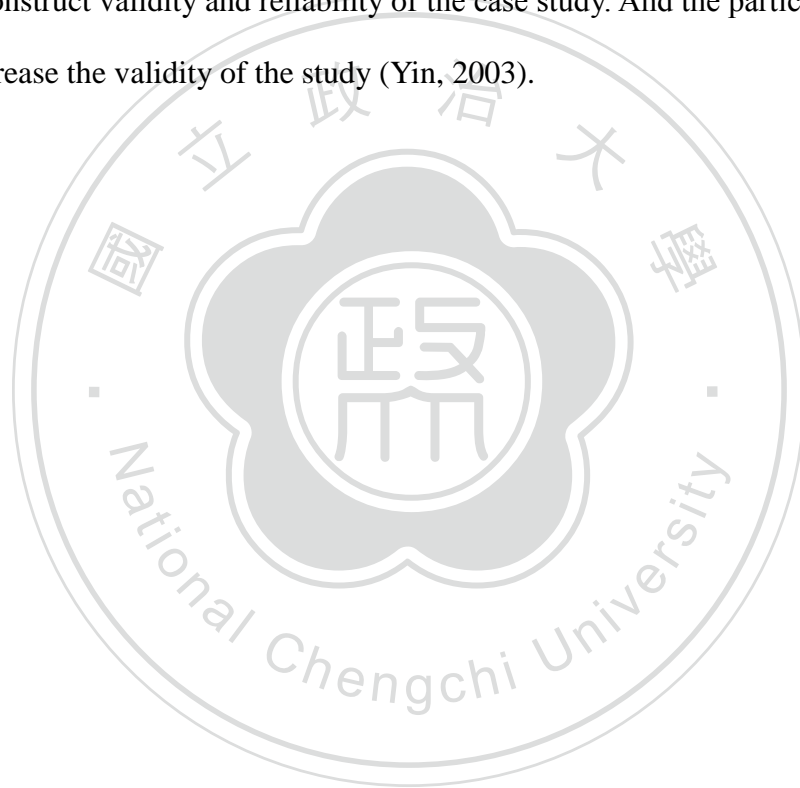
supplementary materials.

### **3.5 Data analysis**

Since the present study has been conducted using the case study approach, the analysis must derive from data and takes the form of “grounded theory”(Nunan, 1992). The theory is grounded from the data. Rather than beginning with a hypothesis, the researcher collected data first and discovered theory through the process of data collection. The primary data collected for analysis through interviews and observation included eight interviews, six classroom observations, and the related materials. All the data from observations and interviews were transcribed verbatim. Then the researcher followed Freeman (1998)’s model of data analysis, which prescribed four pivotal activities – naming, grouping, finding relationships and displaying. Naming is labeling the data and takes them apart. The labels can come from the data itself or the patterns researcher finds, called grounded codes, or from outside of the data, also known as priori codes. The next step, grouping, is reassembling the codes into categories. This process creates the structure of the data, like the scaffolding on a building. Then, the researcher found relationships between the categories which helps strengthen the structure of the present study. Lastly, data display is to reveal the relationships and patterns between the categories, making the interpretation more concrete.

The researcher applied the four steps to the data she collects. In the coding activity, the researcher used codes, including teaching behaviors, classroom practices and the difficulties the participants met in Kinmen. The researcher transcribed all the interviews and classroom observations immediately to ensure trustworthiness of the research; the latter was performed using a worksheet adopted from Wang(2007) (see Appendix 1). It contains activity type, short description of teaching activity, time, aids, students’ responses and notes. In the grouping activity, the researcher categorized

the different sources of data. Classroom practices were represented by observations and handouts. Significant and repetitive practices and problems were categorized into separate tables. The next activity was to find the patterns in each teacher's practices and problems. Lastly, the researcher interpreted these patterns and relationships and displayed them as clearly as possible. To ensure the trustworthiness of the present study as mentioned above, the researcher conducted both triangulation and member checking methods. Using multiple sources of evidence and perspectives can help establish the construct validity and reliability of the case study. And the participants' review can increase the validity of the study (Yin, 2003).





## **CHAPTER FOUR**

### **RESULTS AND FINDINGS**

This chapter presents the results of the study on English team teaching program in Kinmen. First, the lesson planning process and the teaching practice of the NEST and the NNEST are described. Second, the problems and the difficulties they met in the process of team teaching are revealed. Third, how they solved the problems and how the NEST adjusted herself to the team teaching program are also described. Fourth, both the facilitating and debilitating factors for the NEST in becoming accustomed to the team teaching program in Kinmen are also presented. Lastly, the NEST and the NNEST shared what they learned from the team teaching program and gave their opinions and suggestions.

#### **4.1 The Teaching Practice**

In this section, the researcher discusses how the participants conducted their team teaching class, including how they prepared for the class, how they shared the teaching load, and how they perceived their counterpart's teaching. Lisa and Mei were interviewed regarding how they co-taught in the classroom. Additionally, the researcher observed their co-teaching class to obtain a holistic sense of their team teaching situation.

##### **4.1.1 Background Information**

Both teachers had limited experience teaching English prior to this semester. It was Mei's first year as a qualified full-time English teacher in Kinmen. She had had former experience as a substitute teacher for four years in Kinmen and New Taipei city, mostly as a homeroom teacher who didn't teach English. It was Lisa's first semester as a Fulbright English Teaching Assistant. It was also her first time teaching English and team teaching with other teachers in Taiwan. Both of them had no experience in team teaching in Kinmen prior to this semester. Lisa and Mei

expressed that they felt excited about the cooperation in the coming semester in the interviews before they team taught in class. “I think it will be fun though we haven’t tried any teaching activity yet.” (09/04/2013, Mei) Lisa also revealed that “I think it's gonna be good because I’m from the United States, I'm a native speaker, I'm bringing the culture with me, but they can learn that much more.” (08/30/2013, Lisa)

#### **4.1.2 The lesson planning process and teaching practices**

To run the team teaching class smoothly, planning and preparation before class play important roles in successful team teaching. Since both of the participants had no team teaching experience before, they should have taken more time to prepare for the classes. In the beginning, the NEST and the NNEST discussed what they would do for the whole week in advance. They designed activities based on the sentence structures and talked through every step for each class. However, both of them quickly became saturated by their individual teaching schedules, as Mei was a homeroom teacher and stayed in her classroom most of the time. Lisa was also occupied with her class schedule because Fulbright required her to teach twenty classes per week. As time passed, they spent less and less time discussing, unlike in the beginning of the semester. By mid-semester, they often just met a few minutes before class to quickly discuss what they would do for that period.

Most of the time, they just met during the recess, and hurried to decide what they were going to do. “We often just plan like, we pass and ‘hey, let's plan really quick.’ Sometimes that's ok, but it's not 100% effective.” (Lisa, 10/08/2013)

Lisa realized that once they got to know students better, they could not only plan better, but also control the students better. In the beginning of the semester, both Mei and Lisa were unfamiliar with the students, as were the students unfamiliar with them. As time went by, they were able to find ways to plan the lesson and design suitable activities for their students. Even though they didn’t plan the activities

thoroughly, they found that they were able to modify their teaching on the spot based on students' reactions. Lisa said that in the lesson planning process, she didn't like to formally type out the lesson plan; rather she preferred to keep the plans in her notebook and bring them to the classroom as a reminder. Lisa described that,

Well, there's a spectrum of informal and formal, I think we're probably one third, like I don't wanna type our lesson plan and spend thirty minutes typing it in an hour. I just like to write it down and bring the note to class in case I forget or need to modify, so I can look. So maybe we can do that but we're not too bad right now. (Lisa, 10/08/2013)

As Lisa developed a good rapport with Mei and had more teaching experience, she felt even though they didn't spend much time planning, they were still able to conduct the class well. Mei felt the same. Sometimes after she finished her teaching, she would just signal to Lisa, and Lisa would take over the teaching. The following excerpt illustrates how the teaching goes.

Mei: OK. How to say twenty? (in Mandarin Chinese)

Students: Twenty, t-w-e-n-t-y.

Mei: One more time.

Students: T-w-e-n-t-y.

(Mei gave the flashcards to Lisa.)

Lisa: What's this? (Hold the flashcards)

Students: January, j-a-n-u-a-r-y. (10/25/2013, Class 601)

In the excerpt, Mei helped students to review the numbers before teaching the months. Mei asked the students to repeat the vocabulary and then gave the flashcards to Lisa. She did not tell to Lisa to continue the teaching, but Lisa knew what she needed to do after Mei gave her the flashcards. This depicts the NEST and the NNEST's good rapport and how they cooperated in class.

When Mei and Lisa co-taught, they used textbook as their base. Often, Mei would choose a point to focus on, and from this point they both came up with

instructions and activities. Lisa indicated that “The textbook is our base, when we're teaching together. So we look at where they are at the textbook, and we come up with good lessons and activities from that portion of textbook.” (Lisa, 10/08/2013) Since they had not thoroughly planned the details for the co-teaching class, sometimes they had to communicate during the class and also observe students' responses about how well the class was going. As they both became familiar with their students, they felt they gradually learned how to manage the classroom and design the activities.

In order to supplement the textbook, Mei also mentioned that she thought that they could adopt some extracurricular materials in team teaching lessons or they would spend too much time on the textbook. “I hope she (Lisa) can teach some vocabulary related to the textbook and extend it, or students can watch some video clips to train their listening.” (Mei, 10/02/2013) In the classes the researcher observed, she found that Mei and Lisa used extracurricular video clips to teach a Christmas carol. Lisa employed the youtube clip to help students fill in the blanks of the lyrics and sing along with students.

*(After reviewing the vocabularies related to Christmas, Lisa gave the worksheets to the students.)*

Mei: Let's learn the song.

Lisa: We'll learn Jingle bells jingle bells.

*(Lisa gave students the worksheets, and Mei played the video clip.)*

Lisa: So first you listen and then you write what you hear in the blank, OK?

We'll go line by line.

Mei: OK, first LISTEN. And then you can fill in the words.

Student 1: Why not just print the lyrics? (In Mandarin Chinese)

Mei: You can try to listen. (In Mandarin Chinese)

*(Class 601, 12/20/2013)*

Lisa and Mei used the song to teach students vocabulary related to Christmas. Though some students complained that the teachers did not directly give them the lyrics, they still finished the worksheets. Both the NEST and the NNEST encouraged the students to try their best to fill in the blanks and enjoy singing the song along with the video clip.

#### 4.1.3 The teaching methods

Both of the participants were asked questions about their teaching methods. For Mei, she indicated that they used a lot of listening and speaking activities and TPR (Total Physical Response) method in team teaching. “Sometimes it’s easier to get their attention through gestures and body language. It makes the class more alive, less boring, I think.” (Mei, 01/15/2014)

However, the researcher discovered that the teachers’ theory and practice were at odds. When the researcher observed the class, she found very limited TPR used in the observed class. Most of the time, the two teachers introduced or reviewed the vocabulary and sentence pattern in the beginning, and then moved through various activities to review, such as role plays or guessing games. The following is an excerpt of the classroom observation.

Mei: ...we’re going to see what we can find. Don’t forget you can clap your hands. It can help you read the tongue twister (in Mandarin Chinese). OK? Ready, go!

(Mei and Lisa read along with the students): Treasure hunt, treasure hunt, we’re going on a treasure hunt. We’re going on a treasure hunt. We’re going to see what we can find. [clap hands]

Mei: Ok, now please turn to page thirty...thirty-seven.

*(Lisa showed the students which page and circulated the classroom)*

Lisa: Page thirty seven, yeah. Thirty-seven.

Mei: Thirty seven. [waited for Lisa to come back to the front] Teacher Lisa and I will tell you a story. (11/08/2013, Class 601)

Mei and Lisa usually had the students listen carefully and repeat what they just

heard. And then the students wrote down some notes on the textbook. Limited physical responses were observed in the class 601. However, Lisa and Mei also team taught in the fourth grade, where they also claimed to use TPR strategy in teaching. The researcher, however, was unable to observe that class.

#### **4.1.4 The teaching load and the responsibilities**

Mei and Lisa were asked about their workload and responsibility in team teaching class. In the beginning, Mei wanted to share the teaching load equally with Lisa but she discovered that Lisa's lack of experience held Lisa back from teaching in front of the class. So Mei decided to teach first to help Lisa learn some teaching skills, she said

When we first met, she (Lisa) said she wanted to observe my teaching. Because she had no experience before, and she was afraid of running class on her own. I also found out that she felt more confident after she used some of the techniques I used in class. (Mei, 10/02/2013)

After Mei and Lisa cooperated more, the teaching time became equally shared by both teachers. When one was teaching, the other walked around the classroom to see whether the students need help. Mei would introduce the vocabulary and the sentence patterns and Lisa would use activities to help students to practice later. Lisa indicated that,

Like we often [do] role play, while one person does one part of the dialogue, and then we switch, so they can hear both of us from both parts. When we play with flashcards we switch off, so that students can hear different accents, and um just have a variety of teaching. And when we play games or activities, one person is, say keeping score, and one person is doing (another job,) we try to make sure that, or if that someone is teaching, the other one can walk around, and make sure students are participating rather than standing there and doing nothing. So I try to make sure to do that if I'm teaching, and Mei doing the same thing (Lisa, 10/08/2013).

In practice, the team teaching class often started with a greeting, so the students

knew the class began and they needed to concentrate. Next, Lisa led the students to read along a tongue twister as a warm-up and helped them review phonics. Then, Mei would hold the flashcards to review the vocabulary or sentence structures taught in the previous sessions. If they taught the reading passages, Mei and Lisa would read line by line with the students and Mei would ask students whether they understand the passages. After students understood the passages, they read by themselves or role played in front of the class. Then, Lisa would use games or activities to review the words they learned and Mei would walk around the classroom to see whether anyone needed help.

Though both of them teach the textbook together, Mei was responsible for giving students assignments and correcting them. Lisa offered to help Mei to correct homework, but Mei refused the help in order to be consistent. Mei was also responsible for assessing students' reading and writing performance during the school's examination periods. Lisa helped to test students' speaking ability in the mid-term and final exams. Sometimes, Lisa gave students worksheets to finish in class for practices, but they were never take-home and deemed as homework.

In addition to her three periods of team teaching class with Mei, Lisa co-taught three periods with another NNEST and fourteen on her own with a school soldier<sup>3</sup>. Lisa indicated that it was different from her expectation, because her program indicated that all twenty classes would be team teaching. "It's very surprising because the application said that I teach with an LET the entire time. So then, like, everywhere else, that's not Jinmen has that situation, Yilan and Kaohsiung, all 20 classes are with LETs." (Lisa, 01/13/2014) This confusion of the program also caused Lisa and Mei's different perceptions of their roles in the classroom. Lisa

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<sup>3</sup> The school soldier is having his military service in school to assist the English teaching and help some basic administrative duties.



applied for this program because she viewed herself as an English assistant to help the local English teacher's teaching instead of teaching alone in the classroom. But in practice, Lisa has to teach other classes on her own besides co-teaching class.

#### **4.1.5 Teachers' roles in the classroom**

##### **NEST Role**

Both Mei and Lisa were asked questions concerning their individual role in the classroom, along with their perception of each other. Lisa indicated that she expected herself to be a teaching assistant before she started her teaching in Kinmen. To her surprise, she needed to teach fourteen periods on her own, with a school soldier's help. Without any teaching experience, she was very nervous to run a class by herself in the beginning. So she asked Mei if it was appropriate to observe Mei's teaching first. In the beginning of the semester, Lisa team taught with Mei as an observer and assistant. On one hand, she was learning how to teach a class. On the other hand, she also helped Mei's teaching. As Mei gained more team teaching experience, she came to regard Lisa as a language model and had her present the new words to the students. Lisa taught the new vocabulary with very simple English, so that some students could understand and then explain to others in Chinese. If no one could understand what Lisa said, Lisa would try to explain again in a slower manner and with gestures. Mei would not immediately translate Lisa's messages into Chinese for students, because she thought students should have more time to process what they heard.

When Lisa and Mei team taught together, Lisa provided students with accurate pronunciation and authentic input. She believed her role in the team teaching was to help the students have the opportunities to interact with the native speakers and gain more cultural understanding.

I think it's to bring a new, a different perspective, and voice and energy.



Because like every teacher has their own personalities and so when there are two personalities, that much more interesting for students. I just like to ... just be myself, and do that with the other teacher so ... with that, I bring pronunciation, different culture, and different ideas, the teacher might not think of on their own, we share ideas. (Lisa, 10/08/2013)

For Mei, the NEST role is to help the NNEST's teaching and make the teaching more diverse and interesting. She indicated that the NEST takes the supporting role to make the classroom more interesting. (Mei, 10/02/2013)

### **NNEST Role**

Both Mei and Lisa were interviewed on the NNEST role in team teaching. Mei initially mentioned that the NEST and the NNEST should share the teaching load equally in team teaching lessons, but was comfortable with playing a slightly dominant role. "After all, I think it's a good opportunity to co-teach with a foreigner; students must be more interested in foreigners." (Mei, 10/02/2013) She thought the NNEST could help the NEST's teaching through translating her instructions, though not immediately word for word. Some students of higher levels can understand Lisa and translate to other classmates in an easy way. "Sometimes students were not able to understand what the NEST said and they would turn to ask for translation. I will ask them to guess and then Lisa will try to use simple English to explain again. Anyway, I will not translate Lisa's words immediately, except for playing games." (Mei, 10/02/2013)

Besides translating and clarifying what Lisa said in class, Mei also helped to manage the classroom. Since Lisa cannot use Chinese to discipline the students, she relied on Mei's translation for classroom management. In addition, Mei was also the homeroom teacher of the observed class, so she had better control of the students. Lisa also incorporated Mei's reward system in team teaching class. If students answer the questions correctly or behaved well, they could earn points for themselves.

For Lisa, the role of the NNEST is “to help us stay on track, and to keep students in line, like help them run smoothly.” (Lisa, 10/08/2013)

#### **4.1.6 Language use in the classroom**

The team teaching classes the researcher observed were mostly conducted in English. Sometimes Mei would ask questions in Mandarin Chinese to help students clarify what Lisa said. Though Lisa was able to speak fluent Chinese, she rarely used Chinese to interact with students. Only when students asked her questions privately would she use limited Chinese. Some slow learners would also like to ask Lisa for help, though they cannot speak English very well. Lisa would use simple English and gestures to help students understand.

When Mei was interviewed questions concerning the language use in classroom, she said that she was used to speaking Mandarin Chinese when team teaching with Lisa. “I used to speak Chinese in the beginning because Lisa has already used English, I wanted to use some Mandarin Chinese to help students.” (Mei, 1/15/2014) But as Mei soon realized that students should have more exposure to English, she tried to use more English in the team teaching class. If Mei found some slow learners did not understand the instruction, she explained again in Mandarin Chinese to help them.

In practice, Mei used Mandarin Chinese to clarify what Lisa said or explain the activity rules to the students. Mei did not translate immediately after Lisa, but she only explained it again when she found most of the students did not understand the instruction. With Mei’s help, Lisa only spoke English to students in the team teaching class.

#### **4.1.7 NEST and NNEST’s interaction inside and outside the classroom**

In the beginning of the team teaching, both Mei and Lisa were unfamiliar with each other, so they spent a lot of time on preparation. They would discuss the process thoroughly and Lisa would bring the notes to the classroom as a reminder. The lesson

plans were served as a guideline and they modified them if necessary. They communicated with each other if they needed to change their plans on the spot according to students' reactions. Mei indicated that "I felt that we had good rapport, if she finishes her teaching, she'll turn to me and then I continue to teach. Or when I finish my teaching, something she thinks of activity that can help students, she'll continue and help students review." (Mei, 10/02/2013)

The researcher also observed that sometimes Mei chatted with Lisa in the office if both of them were not busy with classes. Sometimes Lisa asked Mei to come to her apartment for party or dinner. "I've been hanging out with my LETs a fair bit outside of school. They're becoming my good friends, and I think this will help our teaching. I'm feeling more and more comfortable with them, and I think they're feeling the same." (Weekly reflection report, 11/07/2013) Lisa described their relationship like "friends and partners." (Lisa, 01/13/2014) Their interaction outside the classroom positively impacted their co-teaching relationship. When Lisa was teaching alone in the sixth grade, which was Mei's homeroom class, Mei also helped Lisa to discipline the students.

#### **4.2 Problems and solutions in team teaching**

This section presents the problems the NEST and the NNEST encountered in the team teaching process and how they solved their problems. Mei and Lisa faced different challenges in the team teaching process. Mei had difficulties in communicating with Lisa while Lisa felt the language barrier, rush to plan before class and classroom management challenging.

##### **4.2.1 The language barrier**

When asked questions regarding interaction between the NEST and the NNEST, Mei mentioned the language barrier and her lacking English proficiency. Mei explained that she was afraid of speaking English to foreigners because of the

influence of a strict foreign teacher in college. She explained how the teacher's impact made her feel her English was not good enough to communicate with foreigners. She even felt uneasy to team teach with a native speaker at the beginning of the semester. "I used to feel scared when I see foreigners, probably because of my bad impression with the American teacher before. But now I feel much better. Maybe it's not that good. But at least I won't feel afraid." (Mei, 09/04/2013)

As for Lisa, she can empathize what Mei felt. She understood Mei's uneasiness of communicating in English with her because she also learned Mandarin Chinese as a second language. Lisa knew that embarrassing feeling of speaking another language in front of native speakers. In order to help Mei to feel comfortable discussing lesson plans in English, sometimes Lisa used some simple Mandarin Chinese to communicate.

The experience of learning Mandarin Chinese in college was the main reason Lisa chose to come to Taiwan. Though she was modest to say her Chinese was not very good, most of the colleagues in the school under research praised her for that she can speak Chinese very well. Lisa's ability to speak Chinese helps Mei feel comfortable to speak English in the team teaching class. Lisa also indicated that she can understand Mei's struggle to speak English because of her Chinese learning experience. Lisa indicated that "it's fun we switch between Chinese and English, so yeah that helps her feel less scared to speak English to me, because I'm working on my Chinese, too." (Lisa, 1/13/2014)

However, Lisa did not use Chinese in the team teaching class. She believed that her role in the classroom was to give students more authentic input. With Mei's help in the classroom, she rarely used Chinese in the classroom unless students asked her questions privately.

Besides communicating with Mei, Lisa also thought that language plays an

important role when communicating with students. “I can't discipline them very well because I like to use English ... because that's how I think, but they don't understand.” (Lisa, 11/22/2013) It is challenging for Lisa to discipline students in English. She tried different ways to overcome the disadvantage of not using Mandarin Chinese. She tried to implement stamp system to encourage students' good behavior. She also took the advice by her TEFL advisor<sup>4</sup> to communicate to the students individually and let them know the expectations and the boundaries. “I've been ... when I upset someone for disrupting the class, I talk with them a little bit, so I've been doing that, and I think it works.” (Lisa, 11/22/2013) Though Lisa admitted that using Mandarin Chinese to discipline students is more effective, she said that it is not why she was here to explain something in Mandarin Chinese.

#### **4.2.2 Rush to do lesson plan**

Mei and Lisa team teach two periods in the fourth grade and one period in the sixth-grade class every week. At the beginning of the semester, they had a regular meeting before class to discuss what they did for each class every week. However, they spent less and less time on discussion for planning the joint lessons because both of them were occupied with their teaching schedules. Mei stayed in her homeroom class most of the time while Lisa was occupied with her other twenty classes. Over the course of the semester, they often just met and discussed quickly before class. The limited time and the language barrier made the lesson planning challenging. Lisa stated that “because we have to plan quickly, we don't have a lot of time. So if we try to understand each other, that takes time, and we don't plan that much, we're just like understand what the other person is saying.” (Lisa, 10/08/2013) As for Mei, she was used to planning what activities she wanted to do in the joint lessons and discuss with

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<sup>4</sup> Each NEST in Fulbright foundation has a TEFL (Teach English as Foreign Language) advisor to help them solve their problems in teaching and living in Taiwan.

Lisa when they met. Mei said that “we often meet each other in the office and think of which part of the textbook to focus on, like we finish the vocabulary and dialogue, the sentence pattern, then when we discuss, I’ll focus on the conversation.” (Mei, 10/02/2013) When Lisa and Mei plan for the joint lessons, Mei chooses which part of the textbook to focus on and Lisa comes up with ideas of teaching activities. Lisa indicated that “she opens a book and flips through it and says I think we should focus on this part. So she chooses which part we’re going to practice, and then sometimes she tells me what we’re going to do, and I help to facilitate that, or she asks me to come up with something.” (Lisa, 10/08/2013)

In practice, the classes which the researcher observed ran pretty smoothly though Mei and Lisa said they did not plan thoroughly. Sometimes Mei and Lisa would exchange ideas quickly in the transitions of the activities. But those short talks did not affect the teaching process much. The following excerpt illustrates how they exchanged ideas during their teaching:

*(Students guessed what holiday in July and Mei told them the answer.)*

Mei: We’ll look for summer vacation in July! So the answer is summer vacation.

Summer vacation. (students repeated after Mei)

Xia tian (夏天), Summer. Vacation, summer vacation. Bu chong xia lai (補充下來)

(Lisa circulated the classroom while Mei asked students to write down these words on their books.)

(While they waited the students to finish, Mei talked quickly to Lisa. Lisa wrote down “Moon festival” on the other side of the blackboard.)

Mei: Ok, Let’s read again. (Mei led the students review the festivals again.)

...August. Father’s day. (But Mei found students have trouble reading August, she asked Lisa to read again to the students.)

[Would you say it again?]

Lisa: Father’s day.

Mei: No, in what month?

Lisa: August.

Students: August.

Lisa: August.

Students: August.

Mei: Ok, August. (Look at Lisa and asked her if she was right.)

Lisa: August.

Students & Mei: August.

Mei: Father's day.

Students: Father's day.

Mei: Ok, Let's move on. (in Mandarin Chinese)

[Mei pointed to her textbook and told Lisa to continue the month instruction]

Lisa: In September, the ninth month, we have Moon festival. [Pointed to the words on the blackboard.]

Students: Moon festival.

Student 1: Zhong qiu jie. (in Mandarin Chinese)

Lisa: Yes, correct.

Mei: Zhong qiu jie mei you cuo. (in Mandarin Chinese)

(Class 601, 09/27/2013)

In the excerpt, Mei talked to Lisa to remind her to continue the months and festivals. Mei taught students how to say the months and related festivals and asked them to write these down. Lisa circulated the classroom to check students' writing while Mei did her teaching in the front.

Mei said that sometimes the short talks were for them to make some adjustments based on students' reactions. "If the students don't react as we planned before, we'll try to figure out and discuss what to do next." (Mei, 10/02/2013) Most of the talks took place in the transition of the activities, so students did not feel neglected or bored. Lisa also thought that the short talk in class is necessary given that they had not thoroughly discussed the teaching process and the lesson plan. It was inevitable for them to adjust in class.

Lisa suggested that as they developed a good rapport with each other and with the students. Even though they had not thoroughly planned the lesson, they still conducted the class smoothly. "A lot of that has to do with the relation that we're



building with the students. It's easier to plan because we know the students better.” (Lisa, 10/08/2013) Since Lisa and Mei knew the students more, they can plan the joint lessons and design the activities based on the students' ability and needs. Both of the teachers have better understanding of the students. It led to fewer short talks and adjustments in class because they have better control of their teaching.

#### **4.2.3 Classroom management**

In the beginning of the semester, Lisa was afraid that she cannot control the class well, so she felt better to team teach with Mei than teaching on her own. Lisa indicated that,

I like it better than when I'm teaching alone because when we're co-teaching with the local teacher, the local teacher can keep the class moving using Chinese, and the class rules she has established. I can do my part like pronunciation, games, but sometimes when I teach alone, it gets a little bit choppy because I can't communicate simple things to the students. (Lisa, 10/08/2013)

In addition to team teaching with the NNESTs, Lisa was required to teach other classes on her own. Given that she had no teaching experience and related training back in college, she felt scared to teach alone at the beginning of the semester. When team teaching with Mei, Lisa was able to share the responsibility and also learned some teaching skills from Mei. They can maximize each other's strength. Lisa, as a NEST, can do her part like pronunciation and games while Mei can help to manage the class by using some Mandarin Chinese. Lisa described her role is “to bring a new, a different perspective” while Mei's role was “help us on track and to keep students in line.” (Lisa, 10/08/2013)

On the other hand, Mei thought the issue of the classroom management might result from their cultural difference. “Sometimes I feel it's too noisy but she doesn't say anything.” (Mei, 10/02/2013) Mei also indicated the differences of how they



discipline the students. If Lisa found students not concentrated in class, she walked to them and reminded them individually. “She talked to the students individually, not like us, yell at students directly.” (Mei, 10/02/2013)

With the NNEST’s help to manage the class in Chinese, Lisa felt it is better to control the students because NNEST can use students’ first language. Lisa indicated that she can try to discipline the students but students cannot understand what she said.

In practice, the researcher found students were all quite well-behaved in Mei and Lisa’s team teaching classes. Students were very engaged in the activities and worked in harmony. Lisa credited this to Mei’s classroom management skills. “I think she has a good relationship with them, and like Mei keeps them in line.” (Lisa, 01/13/2014)

#### **4.3 NEST and NNEST’s adjustments to team teaching program**

Various factors affected how the NEST and NNEST adjusted themselves to the team teaching program, which included the NEST’s in-service training such as orientation and workshops, other resources and support, NNEST’s help, interaction with other colleagues and students, and the language ability.

##### **4.3.1 In-service Training**

Since most of the Fulbright teachers had no teaching experience, they were required to participate in the orientation in August, soon after they arrived in Taiwan and before the semester began. The orientations were designed to help these NESTs to obtain more understanding about the culture and the current teaching situations in Taiwan, which covered the topics from living in Taiwan to lesson plans and teaching activities. Various speakers were invited to give lectures about TESOL theory, games and activities and introductions to schools and English village in Kinmen, etc.. (Fulbright handbook, 2013) Some of the speakers are in-service elementary school

teachers and some are professors from local universities.

At the end of the orientation, NNESTs joined and worked with the NESTs for teaching demonstrations. The NESTs met and greeted their co-teachers and cooperated with each other. The NNESTs also got acquainted with the NESTs before they started to team teach in schools.

NESTs not only had orientations in the beginning of the program, they also had to go to workshops during the semester. The workshops provided them with the opportunities to discuss with experienced teachers and other NESTs. There, they could share issues and concerns that they have in the teaching. The experienced teachers can share possible solutions to help them. The other NESTs can also share their teaching ideas and activities in the workshops. “They came in and gave workshops about all kinds of things, like what it is like to teach in Taiwan versus in America. How we can come up with games, and make it fun and interesting to the students, and like things to keep in mind.” (Lisa, 08/30/2013)

Besides trainings and workshops, the NESTs were also required to write weekly reports to their TEFL advisors. The reports include their living and cultural experiences and teaching reflections, which help the NESTs to record their life and teaching in Taiwan. The advisors also gave them feedbacks and provided practical solutions. “Every two weeks about, we have to write a report, on life and teaching, so if I have problems, I can write it there, and my advisor gives some advice. And then like other ETAs are helpful, I think cuz they're more familiar with the situation than some of the people who visit from wherever.” (Lisa, 01/13/2014) The advisors also visited schools and observed classes to see whether the NEST’s team teaching classes ran smoothly. After the observation, the advisors talked to the NNEST and the NEST to discuss their teaching and gave feedback. Both of the NEST and the NNEST learned from the observations. These training, workshops and feedback from other

fellows help enhance the NEST and the NNEST's team teaching.

#### **4.3.2 Other resources and support**

In addition to the teaching advisors and workshops that aimed to enhance their teaching skills, the NESTs also relied on good administrative systems soon after they arrived in Taiwan. Fulbright arranges a coordinator to help the NESTs in each city. Before the NESTs had the orientation, they had a day of post-arrival service to help them settle everything down in Taiwan, such as ARC and mobile application. And then the former ETAs shared their lives in Kinmen to help the new ETAs have some basic ideas about the teaching job and living environment. Then they had introductions on TESOL theory and lesson planning. They were also guided to learn how to ride scooters and get licenses. It helps them to get accustomed to the life in Kinmen more easily. After they were placed to different schools, NESTs who belonged to the same school district lived together in the same apartment, so that they were able to share what they experienced at schools and forge their relationship. This helps these NESTs feel connected and supported during their stay in Kinmen. The NESTs can have regular meetings after school and receive practical advice from their roommates.

As for Mei, the NNEST, the Kinmen County Elementary English Advisory Panel provides a lot of trainings and workshops for her and other in-service teachers.

“These lecturers provided lots of ideas and resources to us. It saves time for us to look for these materials online.” (Mei, 10/02/2013) However, Mei also complained that sometimes these workshops were too ideal to put into practice.

For example, a teacher suggested that we should teach the textbook less and focus on the picture books. She thought the English teaching should focus on picture books instead of textbooks. It was a shock to me. After all, we need to test students' understanding of the textbook. Maybe we can try the idea without the pressure of tests. Moreover, the lecturer told us not to explain the

picture books thoroughly to the students. Reading picture books should be a guessing game for students. Like when we learned our first language, no one told us we need to repeat three times to memorize. I started to reflect on my own teaching because of her. (Mei, 10/02/2013)

Considering the students' level, Mei thought these ideas can serve as a guideline to keep in mind and they weren't always practicable. These workshops help her to reflect upon her own teaching and come up with more ideas for teaching.

#### **4.3.3 NNEST's help and guidance**

Though Lisa had trainings and workshops before teaching, she still felt hesitated to teach in the classroom. In the beginning of the semester, she asked Mei if she could observe her teaching at the back of the classroom. Considering Lisa's lack of teaching experience, Mei agreed to take the leading role in team teaching. "Sometimes I'll try to let her lead the teaching, but she felt intimidated by teaching because of not having much experience." (Mei, 10/02/2013) Mei tried to add some teaching skills to facilitate their teaching, and she found Lisa look more confident when she uses these skills in her own teaching.

For example, when Lisa teaches tongue twisters, she just makes students read line by line without adding some tempo, so students cannot feel the rhythm. I will lead the students to read the tongue twisters with clapping hands, and students can understand they need to read the tongue twisters with rhythm. I think she learned this and used it in her teaching. (Mei, 10/02/2013)

In practice, every observed class started with a tongue twister to help students be more aware of the phonics. At the beginning, Lisa taught the tongue twister by leading students to read through it line by line. Students just repeated what Lisa taught. The following excerpt depicts how Lisa taught tongue twister in the beginning of the semester.

*(Lisa wrote down the lines of the tongue twister on the blackboard before the*

*class started.*)

Lisa: Last week, we learned a tongue twister, yes? Last week it went “she sells seashells by the sea shore.” She sells seashells by the sea shore. (Clapped hands and students followed Lisa) One more time.

Students: She sells seashells by the sea shore.

Lisa: Good, so today, this week, we’ll learn this one. We surely shall see the sunshine soon. (Pointed to the blackboard word by word) We surely shall see the sunshine soon.

Students: We surely shall see the sunshine soon. (repeated after Lisa)

Lisa: Two times more!

Students: We surely shall see the sunshine soon. (Lisa mouthed and pointed to the words )

Lisa: One more time!

Students: We surely shall see the sunshine soon. (Lisa read with the students)

Lisa: Ok, good.

(Mei asked Lisa to read it again.)

Lisa: Two more times! Ready? Set, go! We surely shall see the sunshine soon.

(Lisa read with the students) One more time! We surely shall see the sunshine soon. Ok, tomorrow we’ll try again.

(Class 601, 09/16/2013)

In the excerpt, Lisa taught students to read the tongue twister by repeating again and again. Mei suggested that Lisa clap hands with the students while they read the tongue twisters. After Mei helped Lisa review the tongue twisters with the students, students read along with the teachers and clapped their hands. In the second classroom observation, Lisa led the students to read the tongue twister and encouraged them to clap their hands while reading the tongue twisters.

Lisa: OK, who remembers the tongue twister? I...

Students: I scream, you scream, we all scream for ice cream.

Lisa: OK, (clapped hands) I scream, you scream, we all scream for ice cream. Again and faster.

(Mei and Lisa clapped hands and recited the tongue twister together.)

(Class 601, 09/27/2013)

Mei thought that Lisa looked more confident in teaching after she adopted some

techniques Mei used in class. Lisa felt the same way and stated that “I feel the co-teachers help me feel confident [in the classroom] because I can watch them teach and then learn from them, and I feel safe in the classroom with the co-teacher, and like when the class goes well, um I really feel like it's the collaboration, and that feels good.” (Lisa, 10/08/2013)

#### **4.3.4 Interaction and relationship with colleagues and local residents**

Besides interacting with Mei, Lisa also has good rapport with other teachers and colleagues in the school under research. Lisa felt that “everyone's very nice and laid back, in a good way. Everyone is very helpful.” (Lisa, 10/08/2013) Because Lisa can speak basic Mandarin Chinese, it is not difficult for her to interact with other colleagues on campus, who were also surprised at Lisa's Mandarin Chinese at the beginning. Some of them even wondered whether Lisa took a long time studying Mandarin Chinese. In addition to regular class, Lisa also helped some important events of the school under research like boy scout and sports day.

Lisa not only interacted with Mei at work but also outside school. To help the NESTs and the NNESTs know more about each other, the MOE held a beach party on weekend. The Fulbright NESTs made friends with Kingcar teachers and other NNESTs through the party. They also shared their lives and experiences in Kinmen. The NNESTs also used the opportunity to interact with the NESTs and get a better rapport.

In addition to regular interaction with the colleagues of the school, Lisa also went to the community college with other teachers to attend aerobic and Qui-Gon class as Lisa was very interested in Chinese culture.

#### **4.3.5 Language ability**

Both of the NEST and the NNEST indicated that language proficiency plays an

important role in the team teaching process. For Lisa, her ability to speak basic Mandarin Chinese benefits her in various ways. Firstly, she had taken some Chinese courses in college, so she knew the difficulties of speaking a new language. She was able to understand why Mei felt uneasy about speaking English with her. It also helps Lisa have more empathy of the students' English learning and understand their difficulties, "I think it helps to have learned a foreign language. I'm constantly trying to remember what it is like, not being familiar with what someone is saying, so I think it's good to be able to put yourself in the shoes, of the kids, from your experiences." (Lisa, 01/13/2014) Third, the language ability assists Lisa to interact with colleagues and people. The researcher observed that sometimes Lisa talked to other teachers in the office and even joined other teachers in ordering drinks in the afternoon.

For Mei, Lisa's ability to speak basic Chinese helps her to communicate with Lisa. She felt less intimidated to speak English to Lisa and Lisa still can understand what she meant. From Lisa's point of view, she can communicate with Mei with a mixture of English and Mandarin Chinese. "It's fun. We switch between Chinese and English, so yeah that helps her feel less scared to speak English to me, because I'm working on my Chinese, too. So it's like we both know how it feels stupid to be in another language. I know in the beginning she said she was nervous to speak English, so I think that got better." (Lisa, 01/13/2014) But Mei still indicated that she hoped to improve her English,

I think I need to improve my English. Sometimes I feel I'm afraid of westerners because of my terrible experience in college. Sometimes I know what I want to say but I will blab, ungrammatically, have no ideas what I'm talking about. So I think I need more practice, sometimes I found myself cannot understand what Lisa said immediately, and I need to repeat to her again to make sure my understanding is right. (Mei, 10/02/2013)



### **4.3.6 Interaction with students**

The students were accustomed to American teachers because they had one period of English class taught by an American teacher prior to this semester, which positively influenced Lisa's assimilation into her new role as a teacher. The students liked to greet NESTs with hi or hello. In the beginning of this semester, students were excited and curious to see an American teacher in the office. Though they felt shy to say hello to Lisa, Lisa said hi to them first. Over the course of the semester, Lisa developed good rapport with the students. Lisa indicated that students Mei see her as a friend instead of an authority, which might result in Lisa's challenge to manage the class. "I like being their friend but it becomes difficult when I need them to cooperate and have no leverage, because I can't." (Lisa, 11/22/2014)

Lisa also insisted on not speaking Mandarin Chinese to students because she wanted to provide students with more English input. Lisa indicated that "in the beginning I pretended that I couldn't speak Chinese, so now I speak more Chinese, and talk to them more, um yeah I started to love them, like I gonna miss them, and yeah, I more easily forgive them and yeah I mean it's nice to watch their growth." (Lisa, 01/13/2014) Considering the students' levels, sometimes Lisa talked to the students who came into her desk in the office in Mandarin Chinese. But when Lisa was team teaching with Mei, she did not speak Chinese.

## **4.4 facilitating factors**

This section presents the various factors which influence the team teaching between Mei and Lisa.

### **4.4.1 Language Ability**

Both Mei and Lisa indicated the importance of the NEST's ability to speak Mandarin Chinese in the interviews. Though it is not a requirement for the



recruitment, Lisa thought it will help the NESTs to accustom themselves to the life in Taiwan and have a better communication with the colleagues and students here. Lisa indicated that,

Speaking Chinese comes in handy, because if there's a point where they [the students] don't understand me, and I have tried, then I can use a little Chinese, and they think it's weird, but I speak Chinese, which probably makes them think, like 'Maybe one day I'll be like her when I'm in foreign countries speaking English. (Lisa, 01/13/2014)

Lisa suggested that knowing some basic Mandarin Chinese helps her to teach and communicate with the students. Considering the students' levels in the school under research, Lisa indicated that limited use of Mandarin Chinese in the classroom could help students understand what the NEST said more easily. Besides teaching at school, Lisa's knowledge of Mandarin Chinese helped her integrate into the local community and interact with other teachers and residents. She enjoyed interacting with people off campus. For example, she held a thanksgiving party with her roommates and invited many local English teachers from other schools. She also went to Kinmen community college for aerobics and Qui-Gon class. All of these were possible because of her knowledge of Mandarin Chinese.

Mei also had similar views about NEST's ability to speak Mandarin Chinese. She thought that NEST's basic Mandarin Chinese can help their interaction. As discussed earlier, influenced by her college teacher, Mei felt scared to speak English to foreigners. Mei recalled that "I was scolded by an American teacher because I was late to class. At that moment, I thought that I was doomed to fail this course because the teacher hated me." (Mei, 2013/09/04) With this bad experience, Mei felt uncomfortable to communicate with native speakers or use English with them. In order to alleviate Mei's anxiety to speak English, Lisa sometimes would use some Mandarin Chinese when she was discussing lesson plans with Mei. Mei was

encouraged by Lisa's empathy. Being able to speak Mandarin Chinese not only helped Lisa to adjust to the school life in Kinmen, but also help hers to adjust to the life off campus. As Mei said in the interview, "they (NESTs) need to go out for food or something, speaking Chinese can help them, whether at school or for personal life here." (Mei, 2014/01/15) Being able to speak Mandarin Chinese helped Lisa get accustomed to the life in Taiwan.

On the other hand, the NNEST's English proficiency should also be considered. As English teachers, the NNESTs are more than a language instructor. If the NNESTs themselves cannot speak English confidently, how can students learn to use English from the teachers?

#### **4.4.2 Interaction**

In terms of getting accustomed to the team teaching program in Kinmen, both of the participants mentioned the importance of interaction between the NEST and the NNEST. The quality of their interaction makes an impact on the team teaching process. For Lisa, she mentioned that team teaching was much fun because "when there are two personalities, it is that much more interesting for students." (Lisa, 10/08/2014) Students could observe how the NEST and the NNEST interact and learn from their interaction. As Lisa put it, the NEST can "bring pronunciation, different culture, and different ideas" and the NNEST can "help [us] stay on track, and to keep students in line, like help them run smoothly." When Lisa was asked about the interaction with Mei, she described their relationship "in class, partners and friends; outside of the class, friends." (Lisa, 01/13/2014)

For Mei, she also liked the interaction with Lisa. "I think we are pretty good together in the classroom." (Mei, 10/02/2013) She thought it was because Lisa was friendly and open-minded; they even had language exchange after class. These interactions outside work also helped their teaching in the classroom because they

developed better rapport and gained more understanding of each other.

#### **4.4.3 Teachers' personalities and experiences**

Both Mei and Lisa shared their views on successful components in team teaching. For Mei, the teachers' personalities play an essential role in a successful team teaching relationship. Since the semester under research was their first year to team teach, both Mei and Lisa did not have much experience. Under this circumstance, the two teachers' amiable personalities became critical to the cooperation. Both of them were willing to talk about the lesson plans with each other before class. They liked to share their ideas with each other and felt free at discussions. They appreciated their counterpart's friendliness. Mei indicated that she felt fortunate to work with Lisa this year. "I found out that whatever I proposed for the lesson plan, she would always say OK. If the next American teacher is not like Lisa, we'll probably have a lot of problems." (Mei, 10/02/2013) As for Lisa, she also felt good about co-teaching with Mei and learned a lot from her.

#### **4.4.4 Support from the other NESTs**

Soon after Lisa was placed in the school, she was also assigned to stay at an apartment near school with two fellow NESTs. Over the course of a semester, the three of them developed intimate friendships. They shared what they had experienced in their classrooms and everything in their stay in Kinmen. Lisa wrote that "I enjoyed spending time on Jinmen with the ETAs and some friends of the school soldier. I feel healthy and in a groove, such that Jinmen feels homey." (Weekly Reflection Report, 10/24/2013) Lisa received solid emotional support from her roommates.

Every NEST of the Fulbright program was required to attend workshops in the middle of semesters. The workshops not only help to enhance the NESTs' teaching skills but also provide a platform that allows them to interact with other NESTs,

experienced teachers and TEFL advisors. They can learn more teaching activities and skills, and share their experiences and consult to others about what problems they had at schools. These components also help the NEST feel connected and supported in Kinmen and have an unforgettable experience in the team teaching program.

#### **4.5 Debilitating Factors**

This section presents the various factors which hindered team teaching between Mei and Lisa.

##### **4.5.1 Language Barrier**

Both Mei and Lisa pointed out the importance of language in team teaching. For Mei, her lack of English proficiency sometimes hindered her interaction with Lisa. They needed to take more time on confirming each other's understanding. "When communicating with the NEST, I can understand what she said but I had trouble speaking what I wanted to express." (Mei, 12/13/2013) The language barrier also made the lesson planning more challenging. Besides exchanging the ideas with each other, they also needed time to confirm. "Sometimes pretty well we have different understanding of what we planned, but then we figured it out in class, like we're planning something really fast, but it's not the same in the each of our heads." (Lisa, 01/13/2014)

As for Lisa, since she can speak Mandarin Chinese, communicating with Mei was not difficult for her. Lisa thought they just needed more time to confirm. Lisa suggested that the language barrier might have been one of the reasons why they had to take more time to plan the lesson. They needed to communicate their teaching ideas and activities while at the same time they needed to confirm so that they would not misunderstand each other. Lisa stated that "we have to plan quickly; we don't have a lot of time. So if we try to understand each other, that takes time, and we don't plan that much, we're just like trying to understand what the other person is saying."

(Lisa, 10/08/2013) In Lisa's point of view, the language barrier also caused her difficulty for classroom management. The students could not understand her comments in English, and she could not use Mandarin Chinese to deal with misbehaved students. "Their brains turn off when they hear too much English."

(Lisa, 01/13/2014) Thanks to Mei's help, Lisa did not have to use Mandarin Chinese to discipline the students in class.

In practice, however, the researcher found most students were quite well-behaved in the team teaching class. Some students chatted with their team members when they were free for discussion but the class was still under control.

#### **4.5.2 Cultural Awareness**

Despite the language barrier between Mei and Lisa, they still cooperated well in the team teaching process. Both of them were able to work on the disparities and negotiate the solutions. Mei mentioned how she thought of Lisa's teaching.

Sometimes I was at the back of the classroom when she taught alone. I found the students were so noisy and I wanted to discipline them. But it's her class; I don't know whether I needed to step in or not. (Mei, 10/02/2014)

For Mei, she thought it might result from the cultural difference. In Lisa's point of view, she thought it is natural for students to discuss in class. "If I find she cannot bear [the noise], either, I would tell her I want to say something to the students and discipline the students." (Mei, 10/02/2014) Mei noticed that if Lisa found students not concentrated in the team teaching class, she would go and stand next to them to remind them to pay attention. Instead of yelling directly at the students, Lisa's way of drawing students' attention back to class makes students feel Lisa friendly and like to talk to her after class. Lisa also noticed this and thought students might consider her as a friend instead of a teacher. This might lead to Lisa's problem in classroom management. "I like being their friend but if it becomes difficult when I need them

to cooperate and have no leverage, because I can't.” (Lisa, 11/22/2013)

“I think she’s very nice to the students, Maybe it’s normal in the States for her. But for us it’s too noisy. Lisa thought it is normal in the US. When we test students, she thought students in Taiwan are too stressful because they are taking tests all the time. Kids in the US don’t have to do so.” (Mei, 12/13/2013)

As for Lisa, she thought the school curriculum places too much importance on textbooks. She thought the textbooks should serve as a guideline and she liked to bring variety in their teaching. For example, she taught students different ways to greet people such as “hello”, “hi” and “what’s up.” Students were encouraged to greet her in various ways during the recess.

Lisa also pointed out the overemphasis on memorization in their teaching. Before the end of the class, Mei asked students to come to the front of the classroom to spell out the vocabulary to Lisa and her.

We had students memorize the spelling. Well, Mei often showed them flash cards. Then like say leaf, l-e-a-f, leaf, and then they just memorize what that sounds like, and the pictures, rather than the phonics, Maybe we can do less of that, and I think there's a lot of spelling. Spelling is important to her, but Maybe less detrimental to their phonics. (Lisa, 11/22/2014)

Rather than emphasizing the importance of spelling, Lisa would like to work on phonics instruction to help students sound out a word. Students can use the phonics to help them memorize the vocabulary instead of memorizing the orders. “I’ve been trying to take advantage of the little moments to teach phonics, and like make sure they realize how to sound out a word and they don't have to freak out when they see a word.” (Lisa, 11/22/2013)

#### **4.5.3 The policy is not transparent**

When Lisa applied the Fulbright program, she thought she would be a teaching assistant in Taiwan. To her surprise, she was required to teach classes by herself

besides team teaching. As a novice teacher, she worried about how to conduct a class and implement her teaching ideas. Though she learned some TESOL theory in the orientation, she still felt uncertain about teaching on her own. Lisa stated,

Because any anxiety that I have about teaching is more about running the class, ... I have lots of ideas, of what we can do. The hardest part is thinking of how to do them with the barrier of the language. (Lisa, 10/08/2013)

Lisa described that it was challenging to teach alone in the beginning, but she felt she became accustomed to it over the course of the semester. She also suggested that the MOE or the school should inform the NESTs of what to teach in the program.

Because teaching in Taiwan was a brand new experience to the NESTs, they had no idea of what they should teach or what students had already learned. It is important to let them know what curriculum or guidelines to follow. “Coming here, with no knowledge of what the students know. It’s just hard to figure out what I should be teaching.” (Lisa, 01/13/2014)

#### **4.5.4 Personalities and Experience**

This was Mei and Lisa’s first year to participate in the team teaching program in Kinmen. Both of them did not have experience prior to this semester. Though Mei was a qualified English teacher and had more teaching experiences in Taiwan, she did not have any team teaching experience with NESTs before. As for Lisa, she just graduated from college and did not have any teaching experience before she came to Kinmen. Mei and Lisa had to develop their pattern of team teaching over the course of the program.

Both Lisa and Mei attributed their cooperation to each other’s personality. They suggested that team teaching is like two people working together. For Lisa, personalities affected how two people teach together. “Like everyone has their personality, and in any interaction you have to figure out another person's personality,



so that's why I think it's getting better. [Be]cause we've started to figure out our personalities so then once we know the personalities we can teach better.” (Lisa, 10/08/2013)

For Mei, team teaching is like two people acting on the stage. It takes two people to cooperate. Mei said that she felt fortunate to have Lisa this year because Lisa was very easy-going and open-minded. Mei described that “I find out that whatever I say, she will say OK.” (Mei, 10/02/2013) When Lisa and Mei were asked questions concerning conflicts in the team teaching process, both of them said there is nothing that can be defined as conflicts, just some minimal misunderstanding in communication.

#### **4.6 What Mei and Lisa learned from the team teaching**

This section presents what the NEST and the NNEST learned from the team teaching process in this year.

##### **4.6.1 Lisa**

Lisa said what she had learned in the team teaching program included the benefits and the challenges she met. She mentioned that the team teaching program was beneficial for the three parties involved, the NNEST, the NEST, and the students. Lisa learned how to conduct classes in team teaching. When Mei and Lisa team taught together, Mei helped to manage the class while Lisa assisted with the pronunciation and games. Lisa also elaborated that she came up with more ideas after team teaching. “I think co-teaching can be beneficial for the local and foreign teachers as individuals, as it incites self-reflection and evaluation of teaching methods outside of the co-teaching context. I often come up with ideas for my own classes after a successful co-teaching experience.” (Lisa, 01/13/2014) The NEST can learn from the NNEST, the local teacher, about how to conduct the class and offer assistance. The NNEST can also learn different ideas for teaching. The cooperation between the



NEST and the NNEST also exposed students to different ways of learning.

Lisa also mentioned that she felt very welcomed and integrated into the community in Kinmen because it's a small island and people are nice to others. She had more opportunities to interact with the students outside of the class. "Going around at night after school or on the weekends, you see a lot of your students and their families, and it's always excited to interact with them outside of the class." (Lisa, 01/13/2014) Compared with the big cities, Kinmen is smaller in population. Lisa thought that the NESTs can make a greater impact on this island and expose students to foreigners. But due to the nature of the Fulbright program, the NESTs only stayed in Kinmen for one year. Because of the good experience in Kinmen, some of her friends wanted to go to Taiwan for another year for further study or other purposes.

#### **4.6.2 Mei**

As for Mei, she pointed out that she made some progress in several ways. "I learned a lot in the team teaching process, not only my language proficiency; I learned how to negotiate the lesson plan with the NEST in a short time before class. I also learned some teaching skills and how to react to different situations in class. Like when students didn't react as what we had expected, we would make adjustments soon, with our good rapport." (Mei, 01/15/2014)

In the beginning of the semester, Mei felt shy to communicate with Lisa due to the negative impact of her college teacher. Over the course of the team teaching program, Mei felt more confident in speaking English to Lisa when they discussed the lesson plan. Mei also indicated that she used more English in class compared with the start of their joint lessons. "When we co-taught at the first time, when Lisa spoke English, I used to speak Mandarin Chinese. Then I tried to speak more English in class, whether in co-teaching or in my own class." (Mei, 01/15/2014)

Mei also mentioned that Kinmen has abundant resources to attract NESTs to stay,

such as the beautiful scenery, cultural heritage, friendly people and interaction.

Moreover, every elementary school has a NEST and the NESTs can support each other.

#### 4.7 Unforgettable experience

Mei and Lisa shared their unforgettable experience in their team teaching process. For Mei, the most unforgettable experience is teaching festivals with Lisa. “Students learn about these festivals every year, they feel more familiar and more interested to learn.” (Mei, 01/15/2014) Mei recalled that when they taught festivals in team teaching, students could learn more about the culture. For example, they taught Christmas when the researcher conducted the fifth observation. Lisa started the class by asking students what Christmas words they know. With this question, students reviewed what they had already learned and learned some new words from others. Then Lisa and Mei played a Christmas carol and taught them how to write a Christmas card. The following is an excerpt of Mei and Lisa’s Christmas teaching.

Lisa: What Christmas words do you know?

Student 1: Snowman.

Student 2: Snow.

Lisa: Snowman (write down the words she heard). What else? Christmas tree.

Student 3: Christmas tree.

(Mei and Lisa talked a little.)

Lisa: Ok, (points to the words on the blackboard) Snowman, snow, Christmas tree.

Mei: Ok, wait, repeat (points to the words). Snowman. One more time. Snowman.

Students: Snowman.

Mei: Snowman.

Students: Snowman.

Lisa: (points to the word “snow”) What’s this?

Students: Snow.

Lisa: (Waves her arms) Snow! What color is snow?

Students: Bai se. (白色)

(Class 601, 12/20/2013)

Teaching the festivals with Mei was also the most memorable incident for Lisa. She recalled that when they taught Halloween in the fourth grade, they went outside and played the relay race with the dialogue. Lisa described, “Two people have to leave their one side at the same time and gone to me and they have to say the sentence that I was holding, and they couldn't run back until they can say it properly. And that it was like a race.” (Lisa, 01/13/2014)

Lisa also said teaching students outside of the textbook with a pop song or rap is the most interesting part to her. She thought that reading or reciting the texts is beneficial for students to familiarize with the sentence patterns; Lisa said that,

[In team teaching] we really stick to the textbook, and so we try to make the textbook fun by breaking out it into weird songs and chants and dances, and then we make the students do it and everyone has fun and laughs, so those experiences really stick out and both fourth grade and six grade. Like um because we brought a lot of grooviness to the textbook, and made the students wanna come up and perform the dialogues, also in the groovy manner, and so that's fun, for all parties involved, and unforgettable. (Lisa, 01/13/2014)

In the end of the semester, Lisa even taught students to sing a pop song and videotaped them to send to Mei as a gift.

#### **4.8 suggestions**

Both Lisa and Mei offered their suggestions for the team teaching program in Kinmen. For Mei, she had three suggestions as follows. First, the NESTs who are recruited should have teacher's certificates or related experience. Since the NESTs come to Taiwan either to team teach with local teachers or teach on their own, they should have some training or related experience beforehand. Secondly, given that the NESTs will team teach with NNESTs, in order to communicate with the local teachers better and get accustomed to the life in Taiwan, the NESTs should be able to

speaking some basic Mandarin Chinese. Mei mentioned that, “I don’t know what other NNESTs’ English proficiency levels... like me, I think if the NESTs can speak some Mandarin Chinese; we can avoid misunderstanding in communication.” (Mei, 01/15/2014) As Mei mentioned earlier in previous interviews, she thought her English was not good enough to communicate with native speakers. If the NESTs were able to speak Mandarin Chinese, it would not only benefit their interaction but also help the NESTs get accustomed to the life in Taiwan. Lisa also said that being able to speak Mandarin Chinese helped her manage the class and communicate with others.

these kids are pretty ... , they have a lot of energy, so and they don't have a lot of English ability yet because they're so young, so if you have to explain something, or discipline them, or teach things even, we might want to know a little bit of Chinese, or feel comfortable, communicating to them, in some form. (Lisa, 01/13/2014)

Mei also suggested that the MOE should announce the team teaching partners as soon as possible. In this way, the NESTs can know who they are going to team teach with and have more interaction in the orientation. “Maybe we can know who our co-teacher is and join the workshop together. So we can have more interaction during the three-day workshop, instead of separating into two groups of NESTs and NNESTs.” (Mei, 01/15/2014) Lisa felt the same, “but we could know who our LETs<sup>5</sup> are beforehand and go through some of the training with them ideally, and then not have to guess, or be surprised when we finally find out stuff like that.” (Lisa, 08/30/2013)

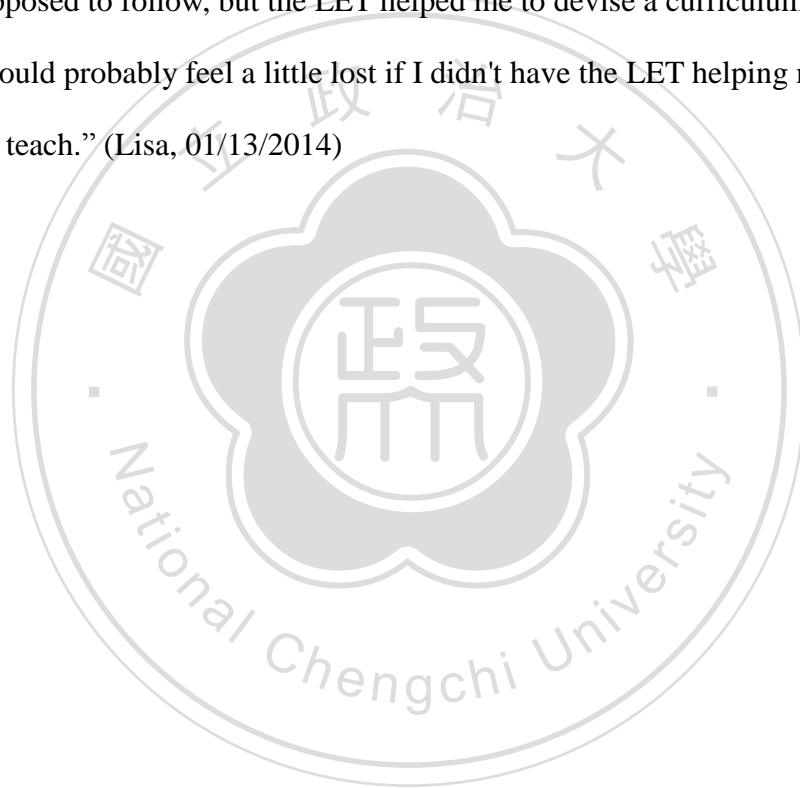
In Lisa’s point of view, she indicated that the application process should be clearer about the team teaching situation in Kinmen. Before starting her teaching in

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<sup>5</sup> LETs stands for Local English Teachers.

the school under research, she thought all of her classes were team teaching with NNESTs. “It’s very surprising, because the application said that I teach with an LET the entire time.” (Lisa, 01/13/2014) The confusion of the situation led to Lisa’s anxiety about teaching alone in the classroom. If the program can clarify this situation to the participants, it will help them get mentally prepared.

She also suggested that the MOE or school should let the NESTs know what curriculum they are supposed to follow. “I could have a curriculum or something I was supposed to follow, but the LET helped me to devise a curriculum, so that's good. But I would probably feel a little lost if I didn't have the LET helping me, to decide what to teach.” (Lisa, 01/13/2014)





## CHAPTER FIVE

### DISCUSSION AND CONCLUSION

This chapter discusses the significant themes in depth and concludes the whole study. Section 5.1 concludes the major findings of the team teaching program in Kinmen. Section 5.1.1 discusses how the NEST and the NNEST cooperated in the team teaching program, and section 5.1.2 discusses the problems the NEST and the NNEST had and their solutions. Section 5.1.3 discusses how they got accustomed to the team teaching program, and section 5.1.4 discusses the facilitating and the debilitating factors in the program. Section 5.1.5 provides what the NEST and the NNEST learned in the team teaching program. Section 5.2 covers the implications and section 5.3 covers the limitation of the study. Section 5.4 provides the recommendation for future studies and finally, section 5.5 concludes the whole study.

#### **5.1 Major findings of the team teaching program in Kinmen**

The major findings of the team teaching program in Kinmen, such as the NEST and the NNEST's collaboration in the team teaching program, the problems they met and how they adjusted to the program will be discussed as follows.

##### **5.1.1 The NEST and the NNEST's collaboration in the team teaching program**

The NEST and the NNEST's collaboration in the present study share some similarities and differences with the previous studies. In the lesson planning process, since both of the NEST and the NNEST were inexperienced in team teaching, they spent a lot of time planning every activity in the beginning. They designed their activities based on their textbooks. However, they became occupied by the heavy teaching load and spent less and less time on lesson planning. Without a thorough lesson planning, they still managed to conduct the classes smoothly because they developed a great rapport. Sometimes the NEST and the NNEST talked and made

adjustments in the transitions of activities in class, so they can confirm the following activities and the students won't feel ignored because they are busy doing activities.

The fact that the NEST and the NNEST did not have enough time on lesson planning echoes the results from Huang's (2011) study in Kaohsiung and Hsiao's (2011) study in Taichung. The NEST and the NNEST did not have enough time for lesson planning. Besides team teaching English with NESTs, most NNESTs need to teach other classes or have administrative jobs. The NESTs were also occupied by other classes. Both of them have limited time to discuss the lesson plan and design activities for each class.

Next, the NEST employed a variety of activities in the team teaching, such as guessing game or role play. For example, the NEST acted out the dialogues with the NNEST and students can role play with their partners. Ting's (2000) and Liu's (2004) studies also point out that NESTs conduct different activities to help students learn English. Students feel more interested in learning English when the NESTs use games, multimedia, and other resources in class.

In the present study, the perceptions of their own role in the team teaching process changed over the course of the year. This finding is at odds with previous literature which indicated that the NESTs tended to lead the teaching and the NNESTs play the supporting roles in Hsinchu (Lin, 2002; Wang, 2007). The NNESTs' role in the classroom is to help the NESTs' teaching. However, in the present study, Lisa viewed herself as an English assistant in the beginning. But as Lisa gained more teaching experience, she collaborated with Mei as partners. Mei chose the part of the textbook they should focus on and Lisa came up with ideas to facilitate the teaching. Both of them took turns in the teaching process and helped each other.

Most of the classes were conducted in English by the NEST and the NNEST. Though the NEST can speak Mandarin Chinese fluently, she adhered to speaking



English to students and the NNEST translated if it was necessary.

### **5.1.2 The problems and the solutions of their team teaching process**

The problems the NEST and the NNEST met in the present study are in consistency with the previous studies. Firstly, the language barrier between the NEST and the NNEST is the major issue of the findings. The language barrier between the NEST and the NNEST influenced how the NEST and the NNEST collaborated in the team teaching process. (Lin, 2002; Tsai, 2004; Pan, 2004; Chen, 2007) The NNEST's lack of English proficiency held her back from the communicating with the NEST in the beginning. However, the NEST in the present study can speak Mandarin Chinese and she can understand the anxiety of speaking a foreign language. She tried her best to understand the NNEST and the students and alleviate the pressure when they interacted with each other.

Secondly, the NEST and the NNEST did not have enough time to discuss the lesson plan thoroughly because, as mentioned earlier, they were both occupied by the heavy teaching load. Most NNESTs did not just teach English, they need to teach other subjects, correct students' homework and have administrative jobs. (Hsiao, 2011; Huang, 2011; Jiang, 2006) However, the rapport between the NEST and the NNEST in the present study helped them teach the class successfully.

Third, the NEST felt worried about classroom management in the beginning because of her lack of experience and language barriers with the students. With the NNEST's help, the co-teaching class went well and students liked the co-teaching classes.

### **5.1.3 NEST and NNEST's adjustments to team teaching program**

Various factors that influenced how the NEST and the NNEST adjusted themselves to the team teaching program in Kinmen are similar to previous studies, such as the in-service training, other resources and support, NNEST's help, interaction

with other colleagues and students, and the language ability. (Lin, 2002; Tsai, 2005; Herbert, 2009) Since the NEST and the NNEST did not have any experience in team teaching, the in-service training helped them have more understanding about team teaching.

Other resources include the coordinator of Fulbright foundation's help and the support group of the NESTs. The NESTs themselves stay in the same apartment and formed a community to help each other. This was not found in the previous literature. The NEST fit into the community of Kinmen more easily because Kinmen is a very small island (153 square kilometers). Unlike other big cities, the NEST had more opportunities to interact with the students, other colleagues and local people. The NEST's interaction with the NNESTs, other colleagues, students and the local people off campus helped the NEST feel more integrated into Kinmen.

The NNEST also helped the NEST adjust to the team teaching at school and life in Kinmen. The NEST's ability to speak Mandarin Chinese not only helped her team teaching but also help her interact with other colleagues and classmates, and local people as well.

#### **5.1.4 The facilitating and the debilitating factors**

In the present study, the researcher found some facilitating and debilitating factors in the team teaching process, which are to be discussed as follows.

##### **5.1.4.1 Facilitating factors**

There are several findings concerning the facilitating factors that are consistent with the previous studies. Firstly, the NEST's ability to speak local language helped her get accustomed to the team teaching program and the life in Kinmen. Speaking Mandarin Chinese came in handy when the NNEST felt uneasy to speak English to the NEST. It also benefited the NEST's interaction with the students and other colleagues. The NEST's ability to speak Mandarin Chinese is beneficial for them to

get accustomed to the local environment and understand students' learning difficulties. (Herbert, 2009; Tsai, 2005)

Secondly, the NEST and the NNEST developed a good rapport and interacted well with each other. They can cooperate well and conduct the class smoothly even though they did not have detailed lesson plans. This finding accords with the previous literature. The interaction between the NEST and the NNEST might affect how they conduct team teaching class. (Chen, 2007; Lin, 2002; Tsai, 2005)

Thirdly, both the NEST and the NNEST mentioned that the participants' personalities are the key to successful team teaching. Both the NEST and the NNEST are not dominant and like to discuss and exchange ideas with each other. They felt free to adapt or modify their activities to help the students learn better. The easy-going personality helps them get along well with each other and smooth their cooperation. This is consistent with the previous studies that the teachers' personalities did influence how the NEST and the NNEST collaborated in the team teaching process. (Chen, 2007; Huang, 2011; Lin, 2002; Tsai, 2005)

#### **5.1.4.2 Debilitating factors**

Some findings of the present study regarding debilitating factors are consistent with the previous studies. Firstly, the language barrier between the NEST and the NNEST is the main debilitating factor in team teaching. As indicated by previous literature, the language barrier might cause misunderstanding. (Chen, 2007; Lin, 2002; Tsai, 2004; Pan, 2004) Due to the NNEST's lack of English proficiency, the NEST and the NNEST need more time to discuss the lesson plan and activities. Though the NEST in the present study can speak Mandarin Chinese and the NNEST can speak English, they still have to confirm each other's ideas.

Secondly, the NEST and the NNEST have different teaching philosophies. Sometimes the NNEST felt the students were too noisy but the NEST felt it is normal

for discussion. However, both of them respected each other and did not have any conflicts in the team teaching process.

Some findings in the present study were not mentioned in the previous literature. For example, the NEST noted that the cohorts' roles in team teaching were not clearly stated in the contract. In the beginning, the NEST viewed herself as a teaching assistant while the NNEST considered the NEST an experienced partner in teaching. The uncertainty of their roles in the classroom caused confusion and difficulties in the beginning.

#### **5.1.5 What the NEST and the NNEST learned from the team teaching program in Kinmen**

Both the NEST and the NNEST addressed what they learned from the team teaching program. The NEST considers team teaching in Kinmen beneficial for the NEST, the NNEST and the students. Both cohorts can learn different teaching skills and ideas from each other. For instance, students can read chants with clapping hands in temple not just simply reading the chants. Students can be exposed to a variety of ways of learning. The team teaching class inspired the NEST to come up with more ideas and reflect her own teaching.

The NNEST mentioned she made some progress in the team teaching program. First of all, she improved her English proficiency and overcame her anxiety of speaking English. She also thought that she learned how to communicate and negotiate with the NEST in the team teaching process.

#### **5.2 Implications of This Study**

Based on the present study, several suggestions are made for the policy makers and the NNESTs and the NESTs who participate in team teaching programs in Taiwan.

First, policy makers in Kinmen should set clearer guidelines and make the

English team teaching more consistent. Sixteen NESTs were placed in different schools across the islands and were all required to teach thirty-five hours per week. However, some of them only taught the textbook, while others had to design their own curriculum. There was a considerable disparity in their teaching practices due to the arrangement of their schools. The schools were also confused about how to set the NESTs' class schedules. Some might have classes which are all team teaching classes, and some might have a mixture of team teaching classes and individual teaching class. The NEST complained that she felt quite disoriented in the beginning.

Second, for the NNESTs who will work with NESTs should try to adopt an open and adapted attitude toward this program. Most of the NESTs recruited to Taiwan do not have teaching experience or education background. They need NNESTs' help to adjust themselves to the teaching environment and the education system in Kinmen. The NNESTs can guide the NESTs in the beginning and shift the responsibility gradually.

Third, the in-service training should be more practice-oriented rather than theory-oriented. In addition, the NESTs also need to know how to manage the classroom or improvise the teaching activities on their own. Though the NESTs recruited to Taiwan were aimed to teach English, many of them do not have any related experience in teaching or education. After the NESTs came to Kinmen, they were required to join the orientations before they were placed to different schools and they also need to attend in-service training and workshops within the semesters. The workshops help them teach better in class, moreover, they have more opportunities to discuss and share their problems or difficulties with other NNESTs or experienced teachers.

Last, both the NESTs and the NNESTs should feel free to communicate with

each other. A successful team teaching requires the two cohorts' collaboration and communication. It takes time to build up the relationship and develop a good rapport. If the two cohorts can feel free to plan the lesson and share teaching ideas, the outcome is worthwhile.

### **5.3 Limitations of this study**

The following presents the limitations of the current study. First, due to the time constraint, the researcher only observed the NEST and the NNEST's team teaching process in the sixth grade. How the NEST and the NNEST conducted their team teaching class in other grades was not investigated. It would be more diverse had she observed other classes and compared with the sixth grade.

Second, the researcher did not participate in the pre-service training and observe how the NESTs and the NNEST were trained. It would be better if the researcher can join the training and interview the NEST and the NNEST instead of asking for their opinions about the training.

Third, the researcher did not interview the NEST's roommates and other NESTs to collect the first-hand data, the researcher can even interview the NEST's roommates and other NESTs how she interacted with other NESTs to enhance her teaching and get used to the life in Kinmen. The researcher can also collect more data about the NESTs' opinion of the team teaching program in Kinmen.

### **5.4 Recommendations for future studies**

Based on the limitations and the implications mentioned above, the researcher recommended the following directions for future studies.

1. Conducting a larger scale investigation on the team teaching between NESTs and NNESTs and involving more NESTs and NNESTs in order to collect richer data to confirm (or to refute) the results of the present study.
2. Conducting a similar study in a longer period of time, including the pre-service

period. The research can present more first-hand data, such as the other NESTs' opinions of the orientations and in-service training and how the NEST and the NNEST conduct the team teaching class in different grades.

3. Researching NESTs and NNESTs with/without team teaching experience. The participants in the present study were both new to the team teaching program in Kinmen. Their problems might differ from the experienced NESTs and the NNESTs. It would be interesting to investigate experienced teachers' difficulties in team teaching.

### **5.5 Conclusion**

In the present study, the researcher investigated how the NEST and the NNEST cooperated in the team teaching process and adjusted themselves to the team teaching program in Kinmen. Though the NEST did not have any teaching background or experience, she tried her best to solve the problems with the NNEST and developed great rapport with each other both inside and outside the classroom. The pre-service training and in-service workshops help the NEST know how to teach and solve their teaching problems. The NNEST's warm-heartedness helped the NEST fit into the community in Kinmen and build a sense of belonging. Moreover, the NEST's local language ability helps her get accustomed to the life in Kinmen. She can communicate to the students, other colleagues and local people directly instead of relying on the NNEST's translation.

From their team teaching experience in Kinmen, though both the NEST and the NNEST did not have any team teaching experience, the pre-service training, in-service workshops, the NEST's language ability, the NNEST's warm-heartedness, the two teachers' pleasant personalities and NEST's sense of belonging made the team teaching program in Kinmen successful.



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## APPENDICES

### Appendix 1: A Sample of Classroom Observations

2013-09-27 Class 601			
time	Activity	short description	notes
~ 4:34	Tongue twisters	NEST- warm-up 1. Ts led the tongue twister 2. Ss comes to the blackboard to write 3. read three times	NNEST reward the students
6:04	Textbook		
9:20		NNEST: review vocabulary (January, February, March and April) NEST: introduce new ones (May, June, July and August), hold the flash cards and asks "How to spell it?" NNEST: walk around and help students (Bob and Betty)	P.17 NNEST: emphasize the pronunciation (April)
11:42		-October// NN: write the sentences (festivals) on the blackboard -NEST: "What's the first month?" (NN looks for the flashcards of November)	
12:00		review the order of the months introduce November and December. and say the 12months again.  NNEST: 對於 May 你會想到什麼節日? Ss: 母親節 NNEST: 母親節的英文要怎麼說? S: Mother's day NNEST: 母親節快樂前面再加個 Happy Happy mother's day. 抄下來 六月怎麼說? June	NEST: collect the flashcards          NEST: walk around and help ss



21:	<p>Ss: 萬聖節</p> <p>NEST: in October, we have Double Tenth Day</p> <p>NNEST:寫下來喔</p> <p>NEST: and Holloween</p> <p>NNEST: 我們再講一次，double 甚麼意思啊?</p> <p>S:雙倍</p> <p>NNEST: 十一月怎麼說?</p> <p>Ss: November (糾正發音 vem 嘴巴要閉起來)</p>	(Ss take notes)
23:30	<p>NNEST: 十一月會想到什麼?</p> <p>Ss: 火雞節， 烤雞 感恩節</p> <p>NNEST: (explain to the N)</p>	
24:30	<p>NEST: OK, in America, we celebrate a holiday, thanksgiving, you give thanks for everything,</p>	NNEST walks to the ss to check if they write it down
25:00	<p>NNEST: 感恩節，國外的十一月有感恩節</p> <p>NEST: Thanksgiving, to give thanks.</p>	
25:36	<p>(Write “Christmas” on the board)</p> <p>NNEST: 剩最後一個月份囉 (S: 聖誕節)</p> <p>第一個音要怎麼念? December 請 XX 念...整組一起...記得念 m 嘴巴要閉起來</p> <p>NEST: in December, we celebrate Christmas, (point to the textbook) and on Christmas, santa claus comes.</p> <p>NNEST: 再複習一次 (talk to the N)</p> <p>NEST: OK, what’s the first month? January, (Ss repeat) then? (Ss:...December)</p>	

		<p>NNEST: 好現在老師要發紙下去給你，因為等一下我們要玩一個遊戲，麥克筆彩色筆都可以</p> <p>(Teachers discuss the process)</p> <p>NNEST: 每個人先拿一張，一個人負責兩個月 拿兩張 (解釋規則)</p> <p>NEST: WRITE big!</p>	
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## **Appendix 2: Interview Questions**

### **Interview 1 Teacher background information**

#### **For NNEST**

##### **I. Current Teaching Situation**

###### **A. Teaching load**

1. What is the number of classes that you have per week? What is their grade level?
2. How long is one class?
3. How is the working load decided?
4. How do you feel about the teaching load (too much, just right)? Do you think the loading affects your teaching?

###### **B. Class observed**

1. How many students in the classes?
2. What is the students' level of proficiency?
3. What is the nature of the students?
4. How are the classes alike or different?

##### **II. Personal Experience**

###### **A. Basic Facts**

1. What is your age/age range?
2. What is your nationality?
3. Do you think you're a <strict/other adjective> teacher? Why?

###### **C. Personality: (To be asked in later sessions)**

1. Do you think your classroom practices reflect own personality? If so, how?

#### **For NEST**

##### **A. Basic Facts**

1. What is your age/age range?
2. What is your nationality?

##### **B. Reason for coming to Taiwan**

1. Why did you choose to come to Taiwan and not other countries? And why teach English and not take up other jobs?
2. How long have you stayed in Taiwan and what are your future plans (stay in Taiwan permanently or leaving in a few years?)
3. How do you like Taiwan so far?

##### **C. Previous work experience (not as a teacher)**

1. Have you held other jobs not as a teacher? If so, what type?
2. How long did you stay at each job?
3. Why did you leave those jobs?
4. Do you think the experience has influenced your teaching in any way?

## **Interview 2 Team teaching practice and difficulties encountered in team teaching**

### **I. Model of Team Teaching**

#### **A. Concept of Team-teaching**

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

#### **B. Lesson Planning**

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

#### **C. Experience**

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



## II. Advice

### A. Effective models of team-teaching?

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

### B. Teacher Training

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

### C. Others

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

## III. Team teaching Procedure

### A. How do you prepare your lessons before teaching? What procedures do you usually follow? Do you follow your planning strictly? If not, why?

### B. Goals:

1. Will you set up your teaching goals before each lesson? If yes, based on what criteria?
2. How do you know if you have achieved your goals? If you fail to achieve your goals, what will you do?
3. To what extent is your teaching based on your students' needs?

### C. Interaction

1. What kind of teacher-student interaction do you expect in your classroom? Why?
2. What kind of student -student interaction do you expect in your classroom? Why?

### D. Changes:

1. When you teach the same lessons to different classes for a second or third time, will you make some adjustments to your teaching? If yes, why and how?
2. What changes do you think you should make in your teaching in general?

Why?

3. Have you ever faced any challenges and difficulties in your teaching? If so, could you list some of the difficulties? Do you solve these difficulties? If so, how?
4. What is your approach to classroom management?

### **Interview 3 Native and non-native English teacher issues, Image of NEST vs. NNEST**

#### **I. Linguistic Competence**

##### **A. Non-NEST**

1. How do you evaluate your English competence (speaking, listening, reading, writing)? Which parts do you have the most confidence and the least confidence? Why is that?
2. Do you strive to improve your command of English? If so, how (subscribe to TIMES, contact with native speakers ...etc). ?
3. Length of stay in English-speaking countries? What did you do there?

##### **B. NEST**

1. Do you speak Mandarin? Are you learning or planning to learn Mandarin?

#### **II. Image of NEST VS Non-NEST**

##### **A. Image**

1. When you hear the word “Local teacher”/“Foreign Teacher”, what images come to your mind? Why do you think that is?

##### **B. Self-perception of own/other’s advantage & disadvantage**

###### **1. Native:**

- i. What do you regard as the advantages & disadvantages of being a native teacher (e.g. linguistic competence, teaching, interaction between students...etc)?
- ii. How do you overcome those disadvantages?
- iii. What do you regard as the advantages & disadvantages of being a non-native teacher?
- iv. Do you think you can develop their advantages or are they simply irreplaceable?

###### **2. Non-Native:**

- i. What do you regard as the advantages and disadvantages of being a non-native teacher?
- ii. How do you overcome those disadvantages?

iii. What do you regard as the advantages and disadvantages of being a native teacher?

iv. Do you think you can develop their advantages or are they simply irreplaceable?

#### C. Teaching

1. Non-NEST: Are there aspects of teaching you do not totally agree with the NEST? Could you describe the incidences?

2. NEST: Do you know how your colleague conducts her class individually? How do you know it (classroom observation, from other teachers?)? Are there aspects of teaching you do not totally agree with the NEST? Could you describe the incidences?

3. What similarities and differences are there between your teaching styles and those of your colleague?

4. Do you think that hiring native speakers is really necessary for elementary education in Taiwan?

#### **Interview 4 Inteaction with colleagues, Life in Kinmen and Suggestion**

1. Can you describe your relationship with your coteacher?
2. Can you describe how you interact with her in class and outside the classroom?
3. Do you have any misunderstanding or conflicts with your coteacher?
4. What factors might affect your interaction with your coteacher?
5. Do you have any unforgettable or special experience in coteaching?
6. How do you feel your interaction with other colleagues?
7. What do you think most helpful for ETAs to accustom the life here?
8. Do you think the training and the workshops help your teaching?
9. What do you think the quality of a good teacher?
10. Do you think your interaction with the colleagues and the ss change? compare with the beginning?
11. Any suggestions for Fulbright program here?

### **Appendix 3: Excerpts of Interview Transcription**

#### **Interview (08/30/2013) with Lisa**

Lisa: I'm Lisa, I'm from Mohan, Hawaii. I was born in Michigan. And moved there when I was 9. So I've been lived in both places for about half my life. Then I went all the way to Rod Island for college, where I study religious studies, which is a mixture of philosophy and mistery and anthropology, I think. I like to ask questions like what is religion to different people and when u ask questions you can reduce conflict, because, you realize that there are many differences and the reasons the religions are anyway i've also been a swimmer for my entire life but stopped swimming when I graduated from college so here I am.

Researcher: So you came to Taiwan after you graduated?

Lisa: Yes! And this is for summer. I applied for last September. So I have to wait a while. I finally found out in April that I finally got it.

Researcher: So do you have other places to choose besides Taiwan?

Lisa: No, you apply directly to Taiwan.

Researcher: you don't have other options?

Lisa: You can. But you have to commit from the beginning of the applications.

Researcher: So did you particularly chosed Taiwan?

Lisa: I did. I have studied some Chinese before. I've been to China, but not Taiwan. And I heard great thins about it. The program here is really good, because it's co-teaching. And there was very good orientation program. There was a lot of support. Fulbright english teaching assistant started in Taiwan. So it has a lot of history, which is nice.

Researcher: So you received orientation in Taiwan or in America?

Lisa: Taiwan. (For how long?) one month

Researcher: so do you think the training is sufficient for your teaching?

Lisa: Hmm...in some ways. I think that there are ways to improve

For example,

It would be betterif we met our local English teachers earlier. Because a lot of the orientation is just hypothetical situations. If your LET is like this or if your students are like this. But we could know who our LETs are beforehand and go through some of the training with them ideally. And then not have to guess, or be surprised when we finallt find out stuff like that.