行政院國家科學委員會專題研究計畫 成果報告

台灣中、外英語教師教學專業研究與協同教學模式之探討
研究成果報告(精簡版)

計 畫 類 別 ：個別型
計 畫 編 號 ：NSC 95-2411-H-004-030-
執 行 期 間 ：95 年 08 月 01 日至 97 年 07 月 31 日
執 行 單 位 ：國立政治大學英國語文學系

計 畫 主 持 人 ：吳信鳳
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計畫參與人員： -99：何炳德

報 告 附 件 ：國外研究心得報告
赴大陸地區研究心得報告
出席國際會議研究心得報告及發表論文
國際合作計畫研究心得報告

處 理 方 式 ：本計畫可公開查詢

中 華 民 國 98 年 02 月 10 日

Summary Report

台灣中、外英語教師教學專業研究與協同教學模式之探討

Professionalism of Native and Non-native English Language Teachers in Taiwan and Its Implications on Collaborative Teaching

(Aug. 1, 2006 – July 31, 2008, NSC 95-2411-H-004-030)

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October 30, 2008

（一）計畫中文摘要

台灣中、外英語教師教學專業研究與協同教學模式之探討

關鍵字：英語非母語教師、英語教學專業、協同教學

英語教師若英語為母語(native)則通常會被認為比英語非母語(non-native) 教師佔優勢。在英語教學領域，母語與非母語教師之差別一直存在，雖然是否真的與教學優劣相關尚無嚴謹的研究證實。近年來，由於全世界的英語學習熱潮以及非母語教師的人數眾多，此一議題受到極多的關注。許多研究(Braine, 1999; Cook, 2002; Liu, 1999; Medgyes, 1994; Samimy & Brutt-Griffler, 1999; Tang & Absalom, 1998)認為教師之母語與其教學專業並沒有太大關係，英語為母語或非母語教師都可以成為好的英語教師。但是英語為母語教師之優勢仍為各方所認定。

本研究即在探討這兩組英語教師是否真的因母語不同而有差別？其差別是否反映於其教學中？是否與其教學專業相關？兩組老師同樣是英語教師，在同一個英語教學領域，是否有同一套認定之教學專業標準？

若兩組教師確於教學方面因母語不同而有所差別，兩相互補的協同教學是否為一理想模式？然根據調查（Carless &Walker, 2005），亞洲地區許多協同教學都遭遇困難，成效不佳。究其原因，主要是因為兩組教師對專業角色認定不清、對英語教學專業沒有一套共同之教學專業標準，使協同教學無法真正落實。

本研究以台灣小學英語為母語及非母語英語教師為對象，採問卷調查及訪談方式，調查其對英語教師之教學專業認知與專業標準認定，並探究台灣宜蘭及新竹地區之小學協同教學模式，分析其優、缺點，並與研究結果（調查及訪談）、及相關理論相互印證，期能建立適用英語為外語（English as a foreign language）的台灣英語教學情境中的英語教師教學專業標準，並提供協同教學之有效模式，對兩組英語教師之專業發展、協同教學模式、及台灣之英語教育應有重要啟發及影響。

（二）計畫英文摘要

Professionalism of Native and Non-native English Language Teachers in Taiwan and Its Implications on Collaborative Teaching

Key words: non-native English language Teachers, professionalism in ELT, collaborative teaching

A unique issue in the context of English language teaching (ELT) is the distinction between native versus non-native English-speaking teachers. There have been numerous arguments against the native vs. non-native dichotomy in terms of ELT professionalism (Braine, 1999; Cook, 2002; Liu, 1999; Medgyes, 1994; Samimy & Brutt-Griffler, 1999; Tang & Absalom, 1998), and most of them are legitimate on any ground. Professionalism in ELT obviously cuts across the line of nativeness, i.e., both NETs (English teachers who are native speakers of English) and NNETs (English teachers who are non-native speakers of English) can both be effective English teachers. However, the myth of native speakers being better English teachers persists and the distinction between NETs and NNETs is perceived as important by many. This research aims to investigate how NETs and NNETs are perceived in terms of their professionalism. If there is a perceived distinction between them, is it reflected in their teaching practices and their perception of professionalism? Is there a common set of standards/criteria for professional expertise shared by both NETs and NNETs?

If there is a perceived difference between NETs and NNETs, collaborative teaching has generally been perceived as the best partnership of the two groups of teachers. However, collaborative teaching in East Asian classrooms has faced considerable problems (Carless &Walker, 2005). Although the problems are complex, a lack of a common set of professional values, ethics, and standard practices in the ELT profession seems to lie at the core of the issue. True collaboration between NETs and NNETs will not take place unless a professional common ground is shared.

A study was designed to address the above questions regarding the professionalism of elementary school NETs and NNETs in Taiwan and its implications on collaborative teaching. Two high-profiled NEST/NNEST team teaching English programs in Taiwan's Yilan and Hsinchu City were studied through questionnaires and face-to-face interviews to investigate these ELT teachers' perception of and standards for professionalism. The main purpose of this research is twofold:
(1) To establish a common set of professional standards/criteria for professional expertise

of ELT teachers in the EFL context of Taiwan

(2) To inform curricular initiatives in designing effective and sustainable collaborative teaching English programs/models at the elementary school level in Taiwan

台灣中、外英語教師教學專業研究與協同教學模式之探討

Professionalism of Native and Non-native English Language Teachers in Taiwan and Its Implications on Collaborative Teaching

一、研究背景 Context/Relevance

A unique issue in the context of English language teaching (ELT) is the distinction of native versus non-native English-speaking teachers. Davies (1995) claimed that "[t]he native speaker is a fine myth; we need it as a model, a goal, almost an inspiration. But it is useless as a measure" (p. 157). There have been plenty of arguments against the native vs. non-native dichotomy in terms of ELT professionalism (Braine, 1999; Cook, 2002; Huang, S. D., Huang, P. H., Lu, & Chang, 2005; Huang, S. D., Huang, P. H., Lu, Chang, & Wu, 2005a, 2005b; Liu, 1999; Medgyes, 1994; Samimy & Brutt-Griffler, 1999; Tang & Absalom, 1998), and most of them are legitimate on any grounds. Professionalism in ELT obviously cuts across the line of nativeness, i.e., both NETs (English teachers who are native speakers of English) and NNETs (English teachers who are non-native speakers of English) can be effective English teachers.

However, the term native speaker or professionalism in the area of TESOL may not be taken for granted. No other professional areas seem to have an issue as complex and as "illusive" as native and non-native speakers. As obvious as it may seem, it is actually not clear at all what a native speaker really is. Researchers (Cook, 1999; Liu, 1999) have found it difficult to pinpoint the membership of native speakers of English. Language proficiency may not be a reliable predictor, as all of us have encountered speakers who can "pass as native speakers." Ethnicity is obviously not a reliable predictor (e.g., an American born Chinese in the U.S. wouldn't be categorized as a native speaker of English if being a Caucasian were a defining feature). Additionally, neither birth place nor education is a good predictor. A man born in Germany who immigrates to the U.S. at age 6 may not be disqualified as a native speaker of English, while a Chinese who received a Ph.D. in linguistics from a U.S. university and lived there for 30 years may still be a non-native speaker. There isn't a well accepted set of defining features for a native speaker or for the construct of nativeness.

In addition to the construct of native speakers, professionalism in ELT is also a thorny issue. David Nunan (1999, 2001), as the president of TESOL Association 1999-2000, asked the question: "Is language teaching a profession?" He was struck by the use of the words "profession, professional, and professionalism," in many other areas, while it seemed to be an unfamiliar construct in an ELT context. What is a profession? And what is meant by professionalism? Are there any widely accepted professional codes or standards of practice in the area of TESOL (teaching English to speakers of other languages)? What are some of the defining features of a professional (presumably good) ELT teacher?

Referring back to the issue of NETs and NNETs in regard to curriculum and pedagogy, collaborative teaching between NETs and NNETs has generally been perceived as the best complement of the two groups of teachers. NETs' language proficiency and NNETs' understanding of the students L1 and culture may complement each other and thus achieve the best teaching effect. However, the picture is far from this optimistic. Many complications could arise when any two teachers are in the same classroom, not to mention a linguistically and culturally different NET and an NNET. Evidence of difficulties in team teaching is abundant in the literature (Carless, 2006; Carless & Walker, 2005), including the experience of programs in Japan, S. Korea and Hong Kong. The major difficulties are related to many factors; however, a lack of a common set of professional values, ethics, and standard practices in the ELT profession lies at the core of this issue.

Due to the global trend of learning English at a younger age, the elementary schools in various parts of Taiwan are under pressure to implement innovative English programs, especially after English was introduced into the formal elementary school curriculum in Taiwan in 2001. Some school districts/elementary schools have started to hire foreign teachers (NETs) to team teach with local NNETs. Among them, the programs in Hsinchu City 新竹市 and in Yilan County/City（宜蘭縣市）are two high profile models, which are quite different from each other. There have been a few studies evaluating these two models (林怡瑾,2002; 葉立婷、白亦方,2005; 顏國樑、林至成、楊榮蘭,2003; 羅文杏, forthcoming NSC project technical report), but the findings are still preliminary and not substantive enough to inform future educational practice in this regard. As more and more areas in Taiwan are attempting to implement collaborative/team teaching between NETs and NNETs of some sort in their elementary school English classes, this is an area which warrants extensive and timely research.

二、研究目的及研究問題 Purposes and Research Questions

This research aims first to investigate how NETs and NNETs are perceived in terms of their professionalism: whether a perceived distinction (if any) between these two groups of teachers is reflected in their professional practice, such as linguistic competence, language use in class, classroom interactions, and various pedagogical/instructional practices, and whether such a perceived distinction is also related to their professional perception and beliefs, such as recognition of a set of accepted standards of practice and certification in TESOL, attitudes, commitment, or philosophy toward teaching (English), short- and long-term professional development, teacher-student relationships, and so forth.

Through this research, we hope to gain insight into the construct of professionalism, and to be able to establish a common set of professional standards for ELT teachers in the EFL (English as a foreign language) context of Taiwan. Based on the findings on professionalism, the second area of investigation is collaborative teaching between NETs and

NNETs. We will first investigate models/programs of collaborative teaching in various parts of the world. The collaborative teaching English programs in Taiwan at the elementary school level will be examined carefully. The findings of this research could provide implications for educational initiatives in designing effective collaborative teaching English programs in Taiwan. In a nutshell, the major purpose of this research is twofold; it is

1. to establish a common set of professional standards/criteria for professional expertise of ELT teachers in the EFL context of Taiwan, and
2. to inform curricular initiatives in designing effective and sustainable collaborative teaching English programs/models at the elementary school level in Taiwan

Based on the above purpose, the questions guiding this research are as follows.

1. Are elementary school NETs perceived differently from NNETs in terms of their professionalism in Taiwan?
2. What is professionalism for ELT teachers; in particular, what is the common set of professional standards or criteria for professional expertise for ELT teachers in Taiwan?
3. What are the educational implications/applications of the NETs and NNETs in relation to their professionalism on curriculum, pedagogy, and teacher education?

(1) In terms of curriculum and pedagogy, what may be effective programs/models of collaborative teaching between NETs and NNETs in Taiwan's elementary schools?

(2) In terms of teacher education, what are the factors/conditions conducive to the development of the professionalism of NETs and NNETs?

三、重要性 Importance

The issue of non-native English teachers' efficacy has received much attention. Research into this specific area is especially warranted, considering that the overwhelming majority of English teachers throughout the world are non-native speakers and the steady increase in the importance of English as a global means of communication. While English has become the *lingua franca* for international business, technology, and academia in the ever changing process of globalization, the number of non-native speakers of English in the world has out-numbered native speakers 3 to 1 (Crystal, 1997; Power 2005). The non-native speakers are actually transforming the global language; Queen's English may not be the norm. The question "Who owns English?" is attracting global attention. The issue of NETs and NNETs is thus all the more pertinent for the local and global English education.

This study explores the issues of NETs and NNETs and ELT professionalism, and its educational implications on collaborative teaching in Taiwan, which are of interest to numerous groups: NETs and NNETs themselves, parents, students, ELT educators and researchers, school administrators and educational policy makers, and so forth. The

research findings will provide information for both NETs and NNETs to critically reflect on their professional roles, beliefs about ELT professionalism, and how their reflection and beliefs are reflected in their teaching practice. By doing so, it is hoped that the focus of effective teaching may be shifted from the uni-dimensional native versus non-native dichotomy to standards or criteria for professional expertise for ELT teaching.

Taiwan has introduced English into the formal elementary school curriculum from grade 5 in 2001 and from grade 3 in 2005. More and more elementary schools start to implement innovative collaborative teaching English programs to get ahead in this heated English race. Several high-profile collaborative teaching English programs in Taiwan's public elementary schools (such as Yilan and Hsinchu) have been in operation in the past 4 years, difficulties and problems have arisen due to a lack of true collaboration between NETs and NNETs and a professional standards or criteria for ELT teachers, native or non-native. Findings of this research may provide timely implications and valuable information on good models of teacher cooperation and collaboration in ELT. Exemplary team teaching models can become an important avenue to professional development of both NETs and NNETs and to the mutual understanding of differing cultural and pedagogical viewpoints.

四、國內、外相關文獻探討及研究心得 Literature Review

1. Native vs. Non-native English Teachers: Who are better English teachers?

Medgyes (1992) stated that one of the most contested issues in ELT is the native/non-native speaker issue. The first issue concerns the membership of native speakers. Who, for example, is and is not a native speaker of English? Language proficiency, generally designated to indicate the membership of nativeness, is itself an illusive construct. We often times encounter speakers who can "pass as native speakers." Ethnicity is obviously not a reliable predictor either. From a social-cultural perspective, Liu (1999) discussed a need for change in professional labels. He believed that identification of an individual to be a native speaker or a non-native speaker of English is a difficult if not impossible task. He suggested that both precedence in language learning and language competence determine which label is used. Social identity and cultural affiliation are also determinants in labeling, as is early language environment.

Arva and Medgyes (2000) reminded us that membership of any category is not so much a privilege of birth or education as "a matter of self-ascription" (p. 356). Kramsch (1997) also illustrated: "[a]nyone who claims to be a native speaker is one who is accepted by the group that created the distinction between native and non-native speakers" (p. 363). Either the acceptance or the distinction made by the group is mostly perceptions – the self-perception of the "native speaker" based on the perception of the group that there is a distinction, instead of a set of defining features.

Regardless of the illusive nature of nativeness, Medgyes (1994) made a clear distinction between NETs and NNETs nevertheless, identifying them as "two different species" (p. 27). He believed that by definition it is not possible for a non-native speaker to achieve native-speaker competency, regardless of their motivation, aptitude, experience, education, or other factors. Medgyes and his colleague (Arva & Medgyes, 2000) observed the teaching behaviors of NETs and NNETs in the classroom and concluded that the primary advantage attributed to NETs lies in their superior English-language competence. Apart from serving as a "perfect language model," NETs also provide rich resources of cultural information and tend to motivate students to talk in English.

However, Medgyes (1992) also argued that NNETs' weakness in English is exactly their strength and he listed at least five advantages of NNETs: (1) they can be models of successful English learners; (2) they have an advantage in teaching English based on their own experience of learning English; (3) they can anticipate language differences; (4) they can be more empathetic to the needs and problems of their learners; and (5) they can share with students in their mother tongue. Medgyes (1992) concluded that a teacher's effectiveness does not depend upon whether he or she is a native or non-native speaker of English.

In response to the claim of a NET being an "ideal language model," Suarez (2000) pointed out that it has had "disastrous effects on the morale of teachers who feel inferior and inadequate when they compare themselves to their L1 colleagues" (p.1). Some L2 English teachers, according to Suarez, feel that they are also inadequate as teachers because they are not fully proficient in English. The issue, then, is more than just a linguistic one, but could also involve professional power struggles and emotions. In a similar vein, Inbar (2001) further indicated that the division between native versus non-native teachers regarding the superiority of the native speaking English teacher was seen to indicate a power struggle over professional status between the two groups. The results of his study demonstrated the ineffectiveness of teacher classification according to the single criterion of birth, and substantiated context-embedded models in foreign language teaching.

Cook (1999) further argued that the prominence of native speakers in language teaching has blurred the distinctive nature of successful L2 users and created an unattainable goal for L2 learners. He suggested using the positive term "multicompetence" to refer to L2 users instead of using non-native speakers, which focuses on their "language deficiency" and is therefore a negative term. L2 learners should NOT be viewed as "failed native speakers" (p.195). Along a similar vein, Rampton (1990) suggested substituting "expert" for "native" when discussing language proficiency. He claimed that "expertise is learned, not fixed or innate" (p.98) and that "to achieve expertise, one goes through processes of certification, in which one is judged by other people" (p.99).

While Cook claimed that non-native speakers or L2 users are a group in their own right

and on their own terms by being multicompetent, Rampton urged refocusing on the issue of expertise instead of on nativeness. Inbar (2001) also appropriately argued that emphasis on the language proficiency of the native speaking teacher devalues the professional status of language teaching as it disregards subject matter knowledge components acquired through training and professional expertise.

Canagarajah (1999) warned that this narrow sense of NET-only professionalism has prevented NNETs from developing their expertise in ways relevant to their local community needs, apart from forcing them to be obsessed with native-like pronunciation or other narrow linguistic properties. A well-trained NNET could very well be better qualified than a native speaker. NNETs have their unique strengths and contributions to English teaching, such as showing empathy to the needs and problems of their students, providing a good model for emulation, teaching effective language learning strategies, assisting students through sharing their mother tongue, anticipating language learning difficulties, and so forth (Canagarajah, 1999; Cook 1999; Medgyes, 1992; Phillipson, 1992; Tajino & Tajino, 2000). The overall consensus is to shift the notion of experts in English teaching from "**who you are**" to "**what you know**" (Rampton, 1990).

Even though the distinction between NETs and NNETs may not and need not be substantiated in regard to expertise in ELT, the "**native speaker fallacy**" (Phillipson, 1992) is still a reality and the difference between NETs and NNETs is still widely and generally perceived as real. Echoing Medgyes' (1992) remark, Carless and Walker (2005) pointed out that NETs' strengths are the relative weaknesses of the NNETs, while NNETs' strengths reflect the weaknesses of the NETs. NETs possess a breadth of vocabulary, can use appropriate idiom, have intuitive knowledge about usage and provide an insider's cultural knowledge of a language community. They engage students in authentic English use, may be less reliant on textbooks as teaching aids, bring different perspectives to materials and thus have some novelty value – at least initially. NNETs can be positive role models for students, are better placed to anticipate students' language difficulties and make profitable use of the mother tongue with thus richer resources for explaining grammar points. In addition, NNETs are likely to have better familiarity with local syllabuses and examinations and may find it easier to develop close relationships with students. Widdowson (1994) also stressed the advantages of NNETs, who are most familiar with the attitudes, beliefs, and values in the students' cultural world.

Therefore, instead of positioning NETs and NNETs in two polar opposites, these two groups of teachers may best work side by side in a complementary relationship. We now turn to the literature on collaborative teaching.

2. Collaborative/Team Teaching between NETs and NNETs: Let's Work Together

Collaborative teaching between NETs and NNETs has generally been perceived as the best partnership of the two groups of teachers. NETs' language proficiency and NNETs' understanding of the students L1 and culture may complement each other and thus achieve the best teaching effect. The picture is far from being this optimistic. Many complications could arise when any two teachers are in the same classroom, not to mention NETs and NNETs who are linguistically and culturally different. Evidence of difficulties in team teaching is abundant in the literature, such as the experience of Japan, S. Korea and Hong Kong.

(1) **Collaborative/Team Teaching Programs in Hong Kong, S. Korea, and Japan**

Carless and Walker (2005) reported that team teaching in East Asian classrooms has faced considerable problems. Storey et al. (2001) found there was a lack of genuine collaboration between NETs and NNETs in Hong Kong secondary schools, with little sharing and understanding of what their counterparts were doing. There was little evidence of successful team teaching, which was often limited, with NNETs acting as passive observers who occasionally helped with translation and discipline in NETs' classes.

Storey (1998) and Storey et al. (2001) found that low ability students improved most when taught by a combination of NNET and NET rather than one of these alone. NETs reported difficulties in handling lower ability students, with an inability to speak the student's L1 being a serious disadvantage. There was little shared philosophy between NETs and NNETs, which was exacerbated when NETs were seen as a threat by NNETs. This perceived threat intensified when NETs made critical comments about local teaching and learning practices.

Hong Kong's NETs are trained and experienced, but they do not have much experience in team teaching. Other schemes, such as Japan's Japan Exchange and Teaching program (JET), employs mostly untrained native English speaking college graduates to carry out team teaching (Gorsuch, 2002). Tajino and Tajino (2000) reported that this has rarely been successful due to the unclear roles of the NETs and NNETs, lack of training and experience of NETs, and other obstacles.

The South Korean scheme EPIK (English Program in Korea) is based on JET and also failed to engender co-operation between NETs and NNETs (Kwon, 2000) with "cultural differences" being labeled as the chief culprit (Choi, 2002). NETs have mostly been withdrawn from S. Korean schools with some redeployed as instructors in teacher training institutes.

(2) Collaborative/Team Teaching Programs in Taiwan

There are two high profile collaborative English teaching programs in Taiwan which are

worth noting. The first is Hsinchu's co-teaching English program and the second is Yilan's Fulbright model.

Hsinchu's Co-teaching English Program

Due to the presence of the Science Park in the city, Hsinchu is relatively more aggressive in initiating new programs in education than other areas in Taiwan. In 2001, the Hsinchu City Government began implementing a new English program, in which NETs were employed to co-teach with local homeroom teachers or English teachers in Hsinchu's 26 public elementary schools (林怡瑾,2002). The aims for the program (新竹市國民小學英語教育實施方案, as cited in 林怡瑾,2002, p. 239) are:

1. to understand and appreciate diverse cultures in order to broaden the students' value system and global perspective,
2. to foster students' interest and confidence in learning English as well as appropriate attitude toward learning,
3. to foster students' daily English conversation skills in order to engage in interpersonal communications; and
4. to acquire new knowledge and concepts through oral communications and basic reading ability.

The above aims are quite sound and positive. However, it was an unusual practice for the Hsinchu City government to commission private language schools to recruit, train, support, and manage the foreign teachers. In other words, the elementary schools in Hsinchu City not only had no control over the foreign teachers placed into their classrooms, but also had to accept the assignment from a privately run language coaching school. Such a practice put the success or failure of the city-wide English program into the hands of the commissioned language coaching school. In 林怡瑾's master thesis, she found through interviews with the foreign teachers that the quality of management of the language coaching school was below average. The foreign language teachers complained that their working contracts were often times not honored by the language coaching school, causing a high turnover rate of the foreign teachers. The supply and stability of the foreign teachers have thus become a liability of the program.

In addition to the poor management of the foreign teachers, the quality of the pre-service teacher training and in-service teacher support has also been less than satisfactory. For the first year, there has been a two week pre-service orientation for foreign teachers, which the interviewees felt was far from enough for the 61% of foreign teachers who are not English majors and the 77.1% who have no experience teaching in elementary schools even in their own countries (林怡瑾, 2002, pp. 124-125). The in-service teacher support has been sporadic. There are other problems with the program besides foreign teachers; the teaching materials were considered less than satisfactory by teachers.

According to 林怡瑾 (2002), an evaluation of the program was carried out, at least for

the first year. A task force was formed to do the evaluation and they spent about half a day in each of the 26 schools to produce an overall evaluation. Even the Hsinchu City Education Bureau, the division directly supervising the program and in charge of the program evaluation, admitted that the program evaluation was "hasty and insufficient" (林怡瑾, 2002, p. 95).

The program evaluation of the Hsinchu co-teaching mode by 顏國樑、林至成、楊榮蘭（2003）also indicated difficulties in true collaboration between NETs and NNETs, poor management by the private language school (leading to high turnover rate of the foreign teachers), mixed credentials of the foreign teachers, and so forth.

蔡立婷、白亦方（2005） analyzed the major problems of the Hsinchu program as follows:

1. Differential understanding of the division of labor as well as the professional roles of NETs and NNETs.
2. Poor quality of teaching due to foreign teachers' lack of teaching experience; poor quality of co-teaching due to local teachers' lack of communicative skills in English.
3. High turnover rate of the foreign teachers, resulting in curricular instability and discontinuity.
4. Lack of true collaboration due to a mismatch in personality characteristics and work ethics between NETs and NNETs.

However, 蔡立婷、白亦方（2005）also mentioned the advantages of the program such as foreign teachers serving as authentic language models and providing diverse cultural exposure. The students' speaking, listening, and pronunciation were perceived to be improved under the instruction of foreign teachers.

Yilan's Fulbright Program

Yilan has adopted quite a different approach from Hsinchu（蔡立婷、白亦方，2005; 學術交流基金會, 2005）. The program has been co-organized by the Fulbright Scholar Program in Taiwan and the Yilan County Elementary Education English Advisory Group (宜蘭縣國教英語輔導團) since 2001. The Yilan County Elementary Education English Advisory Group is a formal administrative group under Yilan County. The majority of the group members are experienced English teachers.

The Fulbright Scholar Program in Taiwan works with the Fulbright Scholar Program in the U.S. in recruiting U.S. college graduates with outstanding credentials who have an interest in Taiwanese culture and in teaching English as a foreign language (TEFL). Each year 12 of them are selected and placed in 12 "seed elementary schools" in Yilan. These 12 young Fulbrighters go through a month long pre-service training on TEFL and cultural orientation. They need to work 35 hours per week in the assigned school, with 20 teaching hours and 15 hours campus residence. The Yilan County English Advisory Group is

responsible for orientating these Fulbrighters and for providing a bridge between them and the local elementary schools/teachers.

During their year-long service, workshops and support group gatherings take place every other week, helping these foreign teachers with difficulties/problems in teaching and their life here in general. These biweekly workshops/gatherings are coordinated and organized by the English Advisory Group and an advising TESOL specialist/researcher from the U.S., usually a faculty member in TESOL taking a year's leave from his/her university. In addition, these young Fulbrighters are taking weekly Chinese lessons throughout the year.

Both the pre- and in-service training of the Yilan foreign teachers are obviously much better organized than those in Hsinchu. The mechanism built into the processes of foreign teacher recruitment has almost eliminated the problem of high turnover rate. Both the English Advisory Group in Yilan and the Fulbright Scholar Program in Taiwan have helped to establish the consistency and stability of this collaborative English teaching program. However, no formal evaluation has been conducted so far to investigate the Yilan program in terms of its teaching quality, curriculum design, learning outcome, and overall program effectiveness.

(3) Plight of collaborative teaching: What went wrong and what can be done?

Based on the information of the Hsinchu and Yilan programs as well as the relevant experiences from other areas of Asia, collaborative teaching English programs between NETs and NNETs can produce positive effects such as (1) exposure of authentic English language and cultural diversity, (2) enhancement of real English language use in the classroom and students' comfort level of using English, (3) promotion of teacher development through true collaboration between NETs and NNETs, and so forth.

However, the tremendous problems and difficulties arising in collaborative teaching have often times outweighed its advantages. As Carless and Walker (2005) analyzed earlier, collaborative teaching in East Asian classrooms has faced considerable problems. A major difficulty lies in the **lack of understanding of the professional roles** of NETs and NNETs. The two groups of teachers do not share the same set of standards or beliefs in professionalism in ELT. Such a lack of mutual understanding is reflected in their attitude/philosophy toward teaching, work ethics, and pedagogical practices. The unclear roles result in inappropriate division of labor, in wasted effort and teacher resources, and most devastatingly, in conflicts and resentment between NETs and NNETs which almost always guarantee failure of the program.

A related problem is the **imbalanced or differential demands for the English language competence, teaching qualifications and accountability**. NETs are hired mainly for their "nativeness," often times compromising their credentials and competence to

teach in the local educational contexts. NETs are thus usually not held accountable for grades and administrative duties. Misunderstandings often arise due to NETs' lack of experience and training, and local teachers' lack of communicative skills in English. Conflicts in personality characteristics between NETs and NNETs due to cultural misunderstanding also affect the effectiveness of collaborative teaching. Such a mismatch precludes true collaboration, leading also to high turnover rate of NETs and resulting in curricular instability and discontinuity. Other problems are mostly related to the poor quality of program administration and lack of coordination at both the program and the institutional levels.

Although the above difficulties and problems are complex, a lack of a common set of professional values, ethics, and standard practices in the ELT profession seems to lie at the core of the scheme. True collaboration between NETs and NNETs will not take place unless a professional common ground is established. It is only when NETs and NNETs share common ground that they can then reflect on collaborative teaching and attempt the "**peer-mentoring"** (J. Liu, President-elect of TESOL 2005, personal communication, Nov. 13, 2005) of each other throughout the realm of TESOL.

(4) Taiwanese ELT Teachers' Perception of Professionalism

To further pursue the issue, we might first want to ask: Is there a common set of professional values, ethics, and standard practices in the ELT profession shared by NNETs in Taiwan? And how do they perceive themselves compared with NETs? Huang, et al. (2005a, 2005b) have investigated Taiwanese NNETs' perceptions of their professional status in relation to NETs. Two hundred and thirty-eight elementary and secondary school English teachers were sampled from the northern part of Taiwan. Their data show that 70% of the respondents considered themselves competent ELT teachers when compared to NETs. The three most important factors related to their self-perception of professionalism are fair English proficiency, good teaching skills, and self-motivated professional growth.

However, the two studies by Huang et al. (2005a, 2005b) are based on questionnaire-elicited self-reports, which reflect the responding teachers' stated attitudes or practices rather than their actual behaviors. Stated behaviors may very well be influenced by various noises, such as the respondents' perceptions, beliefs, and anticipated expectations of the people who are giving the questionnaire. Actual teaching practices in the classroom of both NETs and NNETs are needed to validate the perception studies. Also, diverse perspectives from NETs, parents, students, and school administrators are also required to cross check data in order to have a full picture of the issue. The issue, then, turns around again to professionalism in ELT.

3. Professionalism in ELT

David Nunan, as the president of TESOL Association 1999-2000, asked the question: "What is professionalism?" He was struck by the use of the words "profession, professional, and professionalism," in many other areas, while it seemed to be an unfamiliar construct in an ELT context. What is a profession, and what is meant by professionalism then? According to the Cobuild Dictionary, "a profession is a type of job that requires advanced education and training." The Newbury House Dictionary defines professionalism as "the qualities of competence and integrity demonstrated by the best people in the field." In Nunan's view, it is fundamental that a set of criteria be established for deciding whether an area of activity, such as English language teaching, qualifies as a profession. He suggested taking at least four criteria into account:

(a) the existence of advanced education and training,
(b) the establishment of standards of practice and certification,
(c) an agreed theoretical and empirical base, and
(d) the work of individuals within the field to act as advocates for the profession.

The above four criteria apply to the ELT profession as a whole. Along the pedagogical level, the second criterion, an established set of standards of practice may be most relevant to classroom teachers. What is good language teaching? What are the defining features of a good language teacher? Harold B. Allen (1980, as cited in Brown, 2001, p. 429) once offered the following list of attributes of a good language teacher:

1. Competent preparation leading to a degree in TESL
2. A love of the English language
3. Critical thinking
4. The persistent urge to upgrade oneself
5. Self-subordination
6. Readiness to go the extra mile
7. Cultural adaptability
8. Professional citizenship
9. A feeling of excitement about one's work

Such a list appears to be too general to be useful. All it says is that a good ELT teacher needs to love his or her work (2, 9), wants to do better (4, 5, 6, 8), and possibly get a degree in TESL (1), which could apply to almost any profession except for the cultural note, which could easily apply to a good world traveler or anybody who's internationally orientated.

Brown (2001) offered a checklist of good language-teaching characteristics. This list contains the following four major categories (there are 5 to 12 sub-categories under each of the major categories, see Appendix I).

1. Technical knowledge
2. Pedagogical skills

3. Interpersonal skills
4. Personal qualities

The pursuit of a set of good language-teaching characteristics is sometimes institutionalized into benchmark standards for teachers, such as the case in Hong Kong. Coniam and Falvey (2002) have established a benchmark for the Hong Kong government for ELT teachers in Hong Kong. The battery of tests evaluates teachers on their language ability along five components: reading, writing, listening, speaking, and language awareness. There are two oral tests, one of which is an observation of classroom language. The rationale of a benchmark standard is not targeted at any specific group of ELT teachers. In principle, it should be implemented in a way by which both NETs and NNETs can be measured in a wider variety of ways with the same set of criteria. However, since greater emphasis was put on speaking in the case of Hong Kong, local NNETs believed that they were the true target of this assessment and this bred resistance.

A more complete benchmark is that of Wong Fillmore and Snow (2000) who stated that teachers need to have a basic knowledge of language structure: phonology, syntax, morphology, discourse analysis, semantics. They should also know about language and cultural diversity, sociolinguistics, language development, second language teaching and learning, the language of academic discourse and text analysis. However, she is referring more to the content area teachers in American classrooms teaching immigrant children.

By far the most elaborate set of standards for ESL teachers as well as programs is the "TESOL/NCATE Program Standards" (TESOL, 2003), i.e., "Standards for the accreditation of initial programs in P-12 ESL teacher education." These standards are used to evaluate whether an English teacher preparation program can receive national recognition. The standards are based on five domains, which are language, culture, instruction, assessment, and professionalism (see the figure below). Each domain is further divided into standards, resulting in a total of thirteen standards. Preparation programs are to provide evidence of teacher candidates' dispositions, knowledge, and skills across the five domains and thirteen standards. To evaluate the evidence, a set of performance indicators under every standard is used. The indicators can be met a three proficiency levels, approaches standards, meets standard, or exceeds standard.

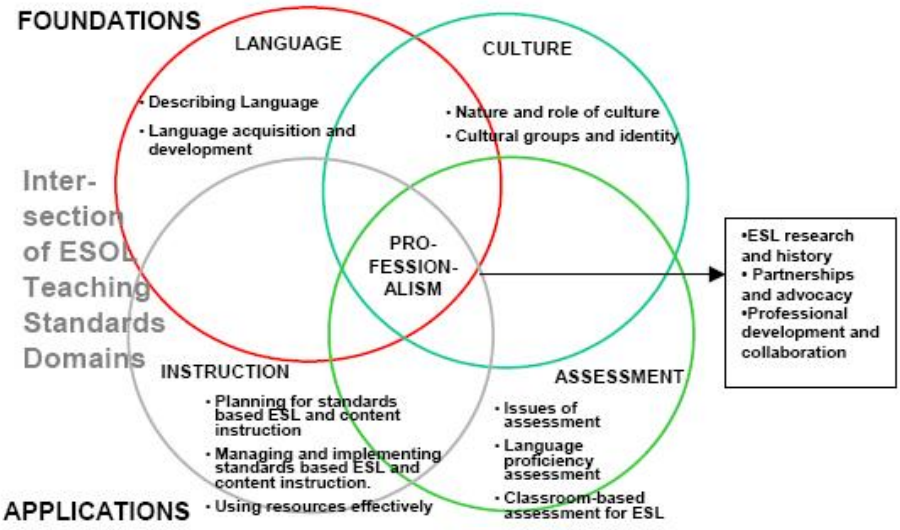


Figure 1. An interrelated framework of domains and standards for the accreditation of initial programs in P-12 ESL teacher education (TESOL, 2003, p.4)

In the domain of language underlie two standards, "describing language" and "language acquisition and development". Teachers must show their understanding of language as a system by demonstrating their knowledge of phonology, morphology, syntax and other components of language. They must also possess the knowledge of first and second language acquisition. In the domain of culture underlie two standards, "nature and role of culture" and "cultural groups and identity." Teachers must know the effect of culture in language development and academic achievement. In the domain of instruction underlie three standards, "planning for standards-based ESL and content instruction", "managing and implementing standards-based ESL and content instruction" and "Using resources effectively in ESL and content instruction". Teachers must understand standards-based practices when planning, implementing and managing ESL and content instruction. In the domain of assessment underlie three standards, "issues of assessment for ESL, "language proficiency assessment" and "classroom-based assessment for ESL". Teachers must understand various issues of assessment and how to use the proper assessment instruments to gain insights into students' language growth.

In the center domain of professionalism underlie three standards, "ESL research and history", "partnerships and advocacy", and "professional development and collaboration." Teachers must possess the knowledge of the history of ESL teaching and the advances in the field so as to apply it in their instructions. They are the advocates for students and those in the profession; they also collaborate with colleagues when necessary.

These domains are not independent of one another; they are **interrelated**, with professionalism positioned at the center of the framework. For example, an understanding of language acquisition in the language domain will definitely affect applications in

instruction, culture and assessment; knowledge of issues of assessment is bound to be related to the domains of language, instruction, and culture.

The criteria in the TESOL/NCATE Program Standards are not completely applicable to ELT teachers in Taiwan, since they are primarily established standards for L2 teachers in U.S. classrooms, using U.S. methods and materials, working within the local educational systems to help immigrant children learn English and integrate into the predominately English-speaking society. However, their list does provide a clear framework and taxonomy of skills that can shed light on creating a profile of the kind of ELT teacher needed in Taiwan classrooms.

4. Teacher Knowledge and Expertise in Teaching

Tsui (2003) took a different approach in studying professionalism in ELT teachers. She explored further the concept of expertise in teaching based on her qualitative study with four EFL teachers in Hong Kong. She described the expert teacher as having a rich knowledge base including knowledge of students, as a group and as individuals, knowledge of subject matter, curriculum and materials, classroom organization, student learning, teaching strategies, school, family, educational and social environment. Modified from Shulman (1986)'s concept of teacher knowledge as content knowledge, Tsui (2003) listed seven aspects of knowledge of subject matter: (1) content knowledge; (2) the major facts and concepts of the discipline; (3) pedagogical content knowledge, i.e. how to represent this knowledge to students, using analogies, examples, illustrations, explanations and demonstrations; (4) curricular knowledge of programs and materials; (5) general pedagogical knowledge of teaching and learning; (6) knowledge of educational aims and objectives; (7) knowledge of learner characteristics and knowledge of other content, outside the teacher's specific subject domain. The interrelatedness of these aspects of knowledge is illustrated in the figure below.

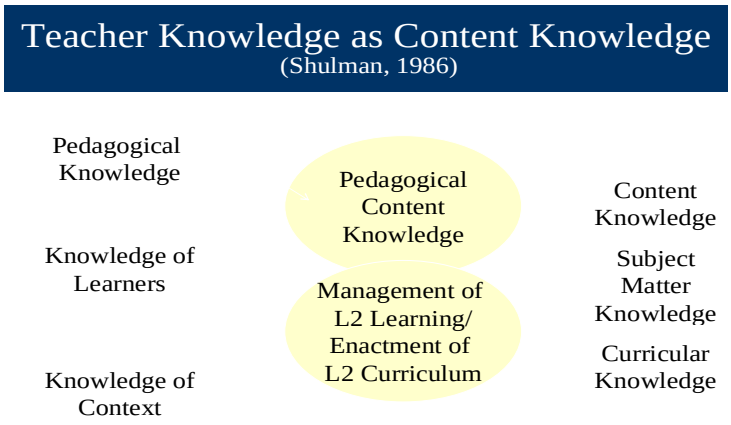


Figure 2. Teacher knowledge as content knowledge (Modified from Shulman, 1986 by Tsui, 2003)

Tsui (2003) defended that as lawyers and medical doctors, language teachers possess

professional knowledge, but she specified that the teacher knowledge is knowledge in action: it is theory refined and tested dialectically by practice, thus becoming "situated knowledge." As Tsui remarked, we have all encountered such teachers, whose lessons flow smoothly, integrating new knowledge into what was taught in previous lessons, who understand the needs of their students, know what they have studied before and can anticipate their questions and difficulties. They command student respect, motivate students to learn, maintain student interest, get students involved in tasks and sustain student attention.

Along the line of teacher knowledge, Luo (2004, 2005) also investigated the knowledge base for elementary EFL teachers in Taiwan. Her data with four practicing and four pre-service teachers indicate that the practicing teachers are more able to focus on developing "knowledge in action" by relying more on experiential knowledge and learning on the job, while pre-service EFL teachers try to apply theoretical knowledge to teaching practice. The approach of the pre-service EFL teachers, i.e., focusing on theoretical applications in actual teaching, happens to be the main emphasis of most of the EFL teacher education programs in Taiwan, which are perceived to be less than effective by both groups of teachers according to Luo's other study (2005).

Studies of Tsui and Luo have rich implications for the elementary EFL teachers in Taiwan. Both used the distinctions of novice and expert teachers to explore teacher knowledge. Tsui examined the nature and actual manifestation of teacher knowledge in action, while Luo looked at the strategies these two groups of teachers adopted to understand the knowledge base of an EFL teacher in Taiwan.

5. Professionalism and NETs vs. NNETs

If NETs and NNETs are perceived to be essentially "two different species" (Medgyes, 1994, p. 27), could there be a common set of professional standards or criteria for expertise for both groups? According to Medgyes (1994) and Arva and Medgyes (2000), the following hypotheses can be made regarding the differences between NETs and NNETs.

1. NETs and NNETs differ in their language proficiency.
2. NETs and NNETs differ in their teaching behavior.
3. The difference in language proficiency results in difference in teaching behavior.
4. NETs and NNETs can be equally good teachers in their own terms.

Based on the four hypotheses, Arva and Medgyes (2000) then proceeded to illustrate the perceived differences in the use of English in class and in teaching behavior between NETs and NNETs, using contrastive descriptive comparisons, such as: NETs speak better English, use real language, and use English more confidently, while NNETs speak poorer English, use bookish English, and use English less confidently. In regard to teaching, descriptive comparisons given by them are: NETs teach items in context, favor groupwork/pairwork, use

a variety of materials, tolerate errors, supply more cultural information, and so forth; while NNETs teach items in isolation, favor frontal work, use a single textbook, correct/punish for errors, supply less cultural information, etc. Some teaching traits which sound less favorable to NETs are: NETs are less committed, have far-fetched expectations, are less insightful in attitude to teaching the language, and so forth; while NNETs are more committed, have realistic expectations, are more insightful in attitude to teaching the language, etc. Their illustration of the perceived differences were claimed to be validated by Medgyes' empirical studies (1994) with 325 participants from 11 countries.

Such dichotomous contrasts between NETs and NNETs (Arva & Medgyes, 2000; Medgyes, 1994) in a professional context are hardly convincing, considering the multi-dimensional nature of teaching and learning as well as teachers and learners. The descriptions of the comparison are obviously loaded with value judgment and emotional appeal. It almost sounds satirical when Medgyes (1994) announced, after he presented his findings in such a way, that differences do not imply advantages or disadvantages, and teachers should be hired solely by their professional virtue, not their language background.

The issues of the NETs and NNETs are much deeper and more complex than the picture presented by Arva and Medgyes. The simplistic framework laid out by Arva and Medgyes above may not do justice in explaining the extremely complex picture of NET and NNETs. **There are multiple dimensions at work in an interconnected and dynamic way.** Linguistically, the framework should first take into consideration teachers' as well as students' diverse language backgrounds (their L1, L2, or even L3) and how these languages are used and perceived at home and in the larger society. Pedagogically, how the classroom interactions and instructional goals are achieved through the use of these languages should be surveyed. Attention should be paid to how learning activities are structured and implemented in relation to teacher's language background and teaching behaviors.

Two vitally important dimensions are totally missing from Medgyes' framework. The first is the cultural dimension. How does the teacher's and students' cultural background interact with the language use and teaching practice in the classroom? Do teachers and students share similar cultural beliefs and norms? And how does that affect the learning and teaching in the classroom? Learning outcome/assessment is another crucial dimension missing from the framework. When the efficacy/effectiveness or professionalism of NETs/NNETs was mentioned in the fourth hypothesis, we are not sure at all what it was meant by "good teachers in their own terms." "Good teachers" can be an illusive term to begin with; "in their own terms" introduces even more ambiguities and confusion. When we examine the issues of NETs and NNETs in relation to ELT professionalism, all the above concerns and dimensions are over simplified or missing in Arva and Medgyes and should be carefully studied.

五、研究方法與進行步驟 Method and Procedures

A study was conducted to answer the research questions regarding the professionalism of NETs and NNETs in Taiwan and its implications on collaborative teaching. This study examines ELT teachers' perception and standards of their professionalism. It involves

1. the perception of ELT teachers' professionalism in Taiwan, investigating how NETs and NNETs assume their respective roles and identities, and
2. whether they perceive themselves as professional ELT teachers and by what standards/criteria.

1. Sampling

Elementary school NETs and NNETs in Yilan and Hsinchu were the target population of this study on two grounds: access to both groups of teachers in these two areas and demand for research. Within the current teacher education system of Taiwan, foreign teachers are basically excluded from the system, i.e., no foreign teachers could be certified within the system to be legally hired by the pubic secondary or elementary schools in Taiwan. This is the case from elementary through high school level, but not at the college level. However, due to the global trend of learning English at a younger age, the elementary schools in various parts of Taiwan are under pressure to implement innovative English programs, especially after English was introduced into the formal elementary school curriculum in Taiwan in 2001. More and more elementary schools have started to hire foreign teachers (NETs) to team teach with local NNETs. Evidence has also shown that though co-teaching between NETs and NNETs is a promising pedagogical model, success has been rare due to various problems. This is an area which warrants extensive and timely research. Among the areas in Taiwan with NETs and NNETs co-teaching in the elementary school classrooms, Hsinchu and Yilan have generally been considered two high profile cases.

2. Instrument and Procedures

Data were collected through the following two ways:

(1) Questionnaire Survey

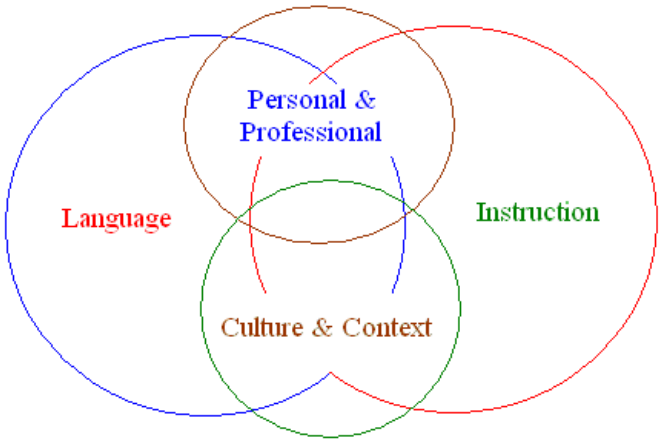
A questionnaire was developed to investigate the perceived professionalism of elementary school NETs and NNETs in Yilan and Hsinchu (see Appendix II). The overall content of the questionnaire drew on Brown's (2001) good language-teaching characteristics (see Appendix I), "TESOL/NCATE Program Standards" (TESOL, 2003, see Figure 1 in the literature review section), Tsui's conceptual framework on teacher knowledge and expertise (see Figure 2 in the literature review section), Arva and Medgyes' interview sheet (2000, p.

371, see Appendix III), and other relevant literature.

The questionnaire contains the following four groups of questions:

1. Basic information of the participants, including their personal (such as gender or age) and professional background (for example, their highest degrees and specialization).
2. Perceived criteria/standards for professional English teachers in regard to the English language
3. Perceived criteria/standards for professional English teachers in regard to the classroom instruction
4. Perceived criteria/standards for professional English teachers in regard to the local culture and context

These four groups of questions represent four interrelated domains which constitute the perceived professionalism of both NETs and NNETs. Among the four, "Language" and "Instruction" are the major domains, and "Personal & Professional" as well as "Culture & Context" are the minor domains. Each domain took up 4 to 12 questions in the questionnaire and altogether there were 40 questions.



Under the language domain, for example, the importance of a professional English teacher's proficiency of the English language was checked, the interrelationship between the English language teachers' and students' L1 (Chinese) and L2 (English) were also asked, as well as how these languages were used and perceived at home and in the larger society in Taiwan. Under the instruction domain, various pedagogical concerns were investigated, including classroom interactions, how instructional goals were achieved through the use of language (including both L1 and L2). Under the culture and context domain, for example, the questions included the role of the local culture and educational system, such as the understanding of the micro-level culture (common practice and norms) of learning and teaching in the classroom, the pedagogical, curricular and administrative culture of the school, as well as the macro-level culture (beliefs and values) of the larger society in Taiwan.

The questionnaire took an on-line form and it was in English for both NETs and NNETs to avoid possible translation discrepancies. The on-line questionnaire was first pilot tested by elementary school ELT teachers and university professors/researchers in the field of TESOL. The website was given to these teachers and the professors/researchers. The feedback was collected from the on-line version, oral interviews in person or by telephone, and through e-mail messages. Based on the rich feedback and extensive discussions among the research team members, the questionnaire had gone through multiple revisions before it was finalized. The website was then given to the Yilan and Hsinchu NETs and NNETs. After 6 weeks of time, the website was closed and the data were analyzed.

(2) Interviews

Interviews will be conducted with willing NETs and NNETs based on the response to the questionnaire. A note at the end of the questionnaire extended an invitation to respondents who were interested in being interviewed afterwards. They were asked to give their contact information to indicate their interest. A 20 to 40 minute semi-structured interview was conducted in a face-to-face setting depending on feasibility and the respondent's preference. The purpose of the interview is to get information which could not be derived or was not clear from the questionnaire. Issues of NETs and NNETs and professionalism will be further pursued. Arva and Medgyes' interview sheet (2000, p. 371, also see Appendix III) was serve as an initial reference and was revised extensively. Permission was asked to audio-record the interview and the audio-recorded interviews were transcribed within a week and analyzed afterwards.

4. Analysis

(1) Data grouping: By NET/NNET

Due to the small sample size (n=53 in total, including 31 NETs and 22 NNETs), the questionnaire data were analyzed with descriptive statistics to understand the trends and patterns in perceived professionalism of NETs and NNETs. The data were analyzed as a group, and then by NET/NNET. Further analyses were conducted by education level and academic specialty (e.g., English major vs. non-major), by geographical area, by teaching credentials and experience, by gender, and so forth, to see how various factors interact with the native vs. non-native distinction. Based on the survey data, the interviews pursued the information not available from the questionnaire. Results of the questionnaire survey and the interviews were cross-verified and examined; points of convergence and divergence between the questionnaire responses and the interview exchanges were further analyzed.

(2) Coding

The first part of the questionnaire, i.e., Questions 1-12, was personal information of the

respondents, including their age range, education (e.g. highest degree and specialty), language background and language use (e.g., percentage of language instruction), co-teaching experience, and so forth (see Appendix II). Questions 13 to 40 were the second part of the questionnaire concerned the professionalism, i.e., qualities of good ELT teaching. Respondents were asked to rate the qualities using a 5-level scale, and each level of the scale was then coded with a score as shown in the following table.

Table 1. Coding scheme of Question 13-40 in the Questionnaire

Agree	2
Partly Agree	1
No Opinion	0
Partly Disagree	-1
Disagree	-2

Part three of the questionnaire was a ranking task with the question: "What contributes most to the success of an ELT professional?" The respondents were given seven items (see Appendix II) and asked to rank the seven items from 1 to 7 in order of importance (with #1 as the most important). The ranks given were counted and percentages were calculated.

4. Reliability and Validity

The content of the questionnaire drew on relevant studies and conceptual frameworks in the literature (see above in 'questionnaire survey" section for references) to ensure its theoretical base. An ad hoc advisory committee of four local and international researchers/scholars in this area of expertise were formed to review the content of the questionnaire and to give comments for revisions. Before distribution, the questionnaire was pilot tested to further check the reliability and validity. Comments were invited from the ELT teachers in the pilot tests as important information for revising the questionnaire.

As for the interview, a semi-structured interview sheet was developed. The interviews were conducted based on the questionnaire responses, and extended to other issues of NETs and NNETs and professionalism. Recurring themes and concerns about ELT profession gleaned from the NNETs interview data were grouped into thematic patterns, validated through cross triangulation procedures, compared with relevant studies, and eventually built into an integrated framework for ELT professionalism.

5. Results and Discussions

(1) Survey: The On-line Questionnaire and its Descriptive Statistics

Altogether 56 ELT teachers filled out the on-line survey during the 6 weeks of time. However, three of them did not indicate their status as NETs or as NNETs, so there were 53 in total valid questionnaires, with 31 of them as NETs and 22 as NNETs. There were 47 of them answered all the questions.

Section I. Background Information

Question #1-12 were concerned with the respondents' background information. The following tables display the descriptive statistics of the whole group and by NETs and NNETs.

1. Gender:						
	All		Native		Non-native	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
female	75.0%	39	64.5%	20	90.5%	19
male	25.0%	13	35.5%	11	9.5%	2
answered question		52		31		21
skipped question		4		0		1

2. Age:						
	All		Native		Non-native	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
24 or under	35.8%	19	58.1%	18	4.5%	1
25-34	15.1%	8	6.5%	2	27.3%	6
35-44	34.0%	18	19.4%	6	54.5%	12
45-55	13.2%	7	12.9%	4	13.6%	3
56 or above	1.9%	1	3.2%	1	0.0%	0
answered question		**53**		**31**		**22**
skipped question		**3**		**0**		**0**

5. Highest Degree:						
	All		Native		Non-native	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Bachelor's	62.3%	33	87.1%	27	27.3%	6
Master's	34.0%	18	12.9%	4	63.6%	14
Doctorate	3.8%	2	0.0%	0	9.1%	2
answered question		53		31		22
skipped question		3		0		0

6. If you do not have a degree in TESOL (Teaching English to Speakers of Other Languages), have you taken any TESOL-related courses?						
	All		Native		Non-native	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Yes	56.5%	26	39.3%	11	83.3%	15
No	43.5%	20	60.7%	17	16.7%	3
answered question		46		28		18
skipped question		10		3		4

7. Do you have a teaching certificate?						
	All		Native		Non-native	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Yes	65.3%	32	51.7%	15	85.0%	17
No	34.7%	17	48.3%	14	15.0%	3
answered question		49		29		20
skipped question		7		2		2

7a. For what age group(s) or level(s)?						
	All		Native		Non-native	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
preschool/ kindergarten	5.7%	2	5.9%	1	5.6%	1
primary/ elementary	82.9%	29	76.5%	13	88.9%	16
secondary	31.4%	11	52.9%	9	11.1%	2
answered question		35		17		18
skipped question		21		14		4

8. What is your total number of years of teaching experience?						
	All		Native		Non-native	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Years:	9.91	45	8.80	26	11.42	19
Months (if less than a year)	3.18	11	1.28	7	6.5	4
answered question		50		30		20
skipped question		6		1		2

9. What is your total number of years teaching English?						
	All		Native		Non-native	

Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Years:	8.8	40	7.68	22	10.16	18
Months (if less than a year)	4.58	17	4.38	13	5.25	4
answered question		50		30		20
skipped question		6		1		2

10. Approximately how many hours per semester of language teaching-related in-service training (e.g., workshops, lectures, conferences, orientations, etc.) do you participate in?						
All			Native		Non-native	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
none	4.1%	2	6.9%	2	0.0%	0
1-5 hours	10.2%	5	6.9%	2	15.0%	3
6-15 hours	24.5%	12	13.8%	4	40.0%	8
16-30 hours	28.6%	14	37.9%	11	15.0%	3
31 hours or more	32.7%	16	34.5%	10	30.0%	6
answered question		49		29		20
skipped question		7		2		2

11. What is the percentage of English as your language of instruction in class?						
All			Native		Non-native	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
less than 10%	0.0%	0	0.0%	0	0.0%	0
around 25%	4.0%	2	0.0%	0	10.0%	2
around 50%	32.0%	16	24.1%	7	45.0%	9
around 75%	24.0%	12	24.1%	7	25.0%	5
other (please specify the percentage)	32.0%	16	44.8%	13	15.0%	3
answered question		50		29		20
skipped question		6		2		2

12. Have you had any native/non-native co-teaching experience?						
All			Native		Non-native	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Yes	85.7%	42	86.2%	25	85.0%	17
No	14.3%	7	13.8%	4	15.0%	3
answered question		49		29		20
skipped question		7		2		2

Based on the tables above, it is clear that overall there are more female ELT teachers than are male teachers in the sample. In the NNET group, only 2 out of 22 are

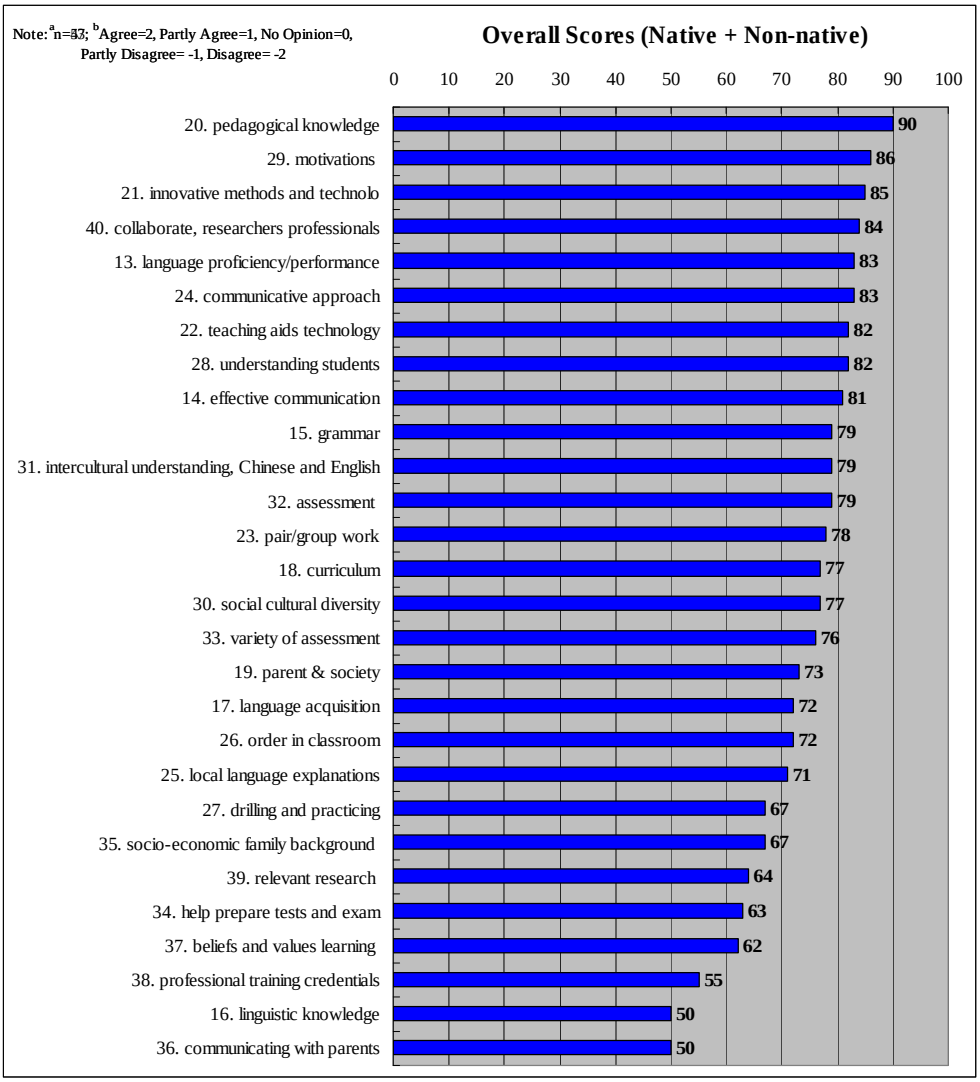
male; while in the NET group, 11 out of 31 are male. The sampled teachers are quite young, especially the NET group, 18 out of 31 are 24 years or under. In terms of the educational background, much more NNETs have higher degrees (14 out of 22, or 63.6% have master's degrees) than NETs (27 out of 31, or 87.1% have bachelor's degrees). Most NNETs (15 out of 22 or 83.3% vs. 11 out of 28 or 39.3% of NETs) have taken TESOL-related courses and have teaching certificates (17 out of 22 or 85% vs. 15 out of 29 or 51.7% of NETs). More NNETs have higher average of years of teaching English (10.16 years) than NETs (7.68 years) do.

In comparison, NETs in the sample seem to spend more time on in-service training programs/workshops (22 out of 29, or 72.4% spend 16 to 31 hours per semester on average vs. 9 out of 20 or 45% in the NNET group). In terms of the language of instruction, it is obvious that NETs use more English in class (20 out of 29 or 68.9% use more than 75% of English in class) than do NNETs (8 out of 20 or 40% use more than 75% of English in class.

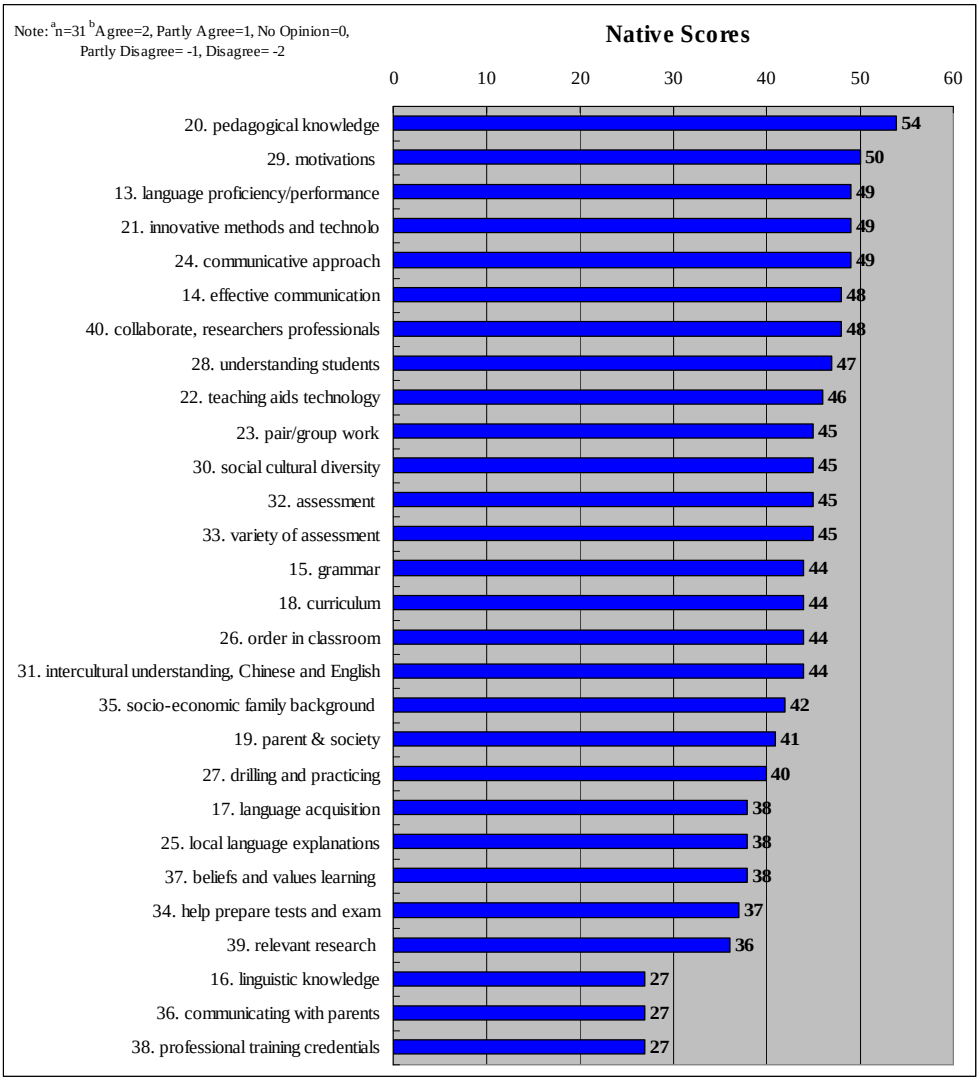
Section II. Question #13-40

Based on the 5-level scale, the scores were summed up for each of the 28 questions, and the result was presented in the following figures. Figure 1 was listed by a descending order.

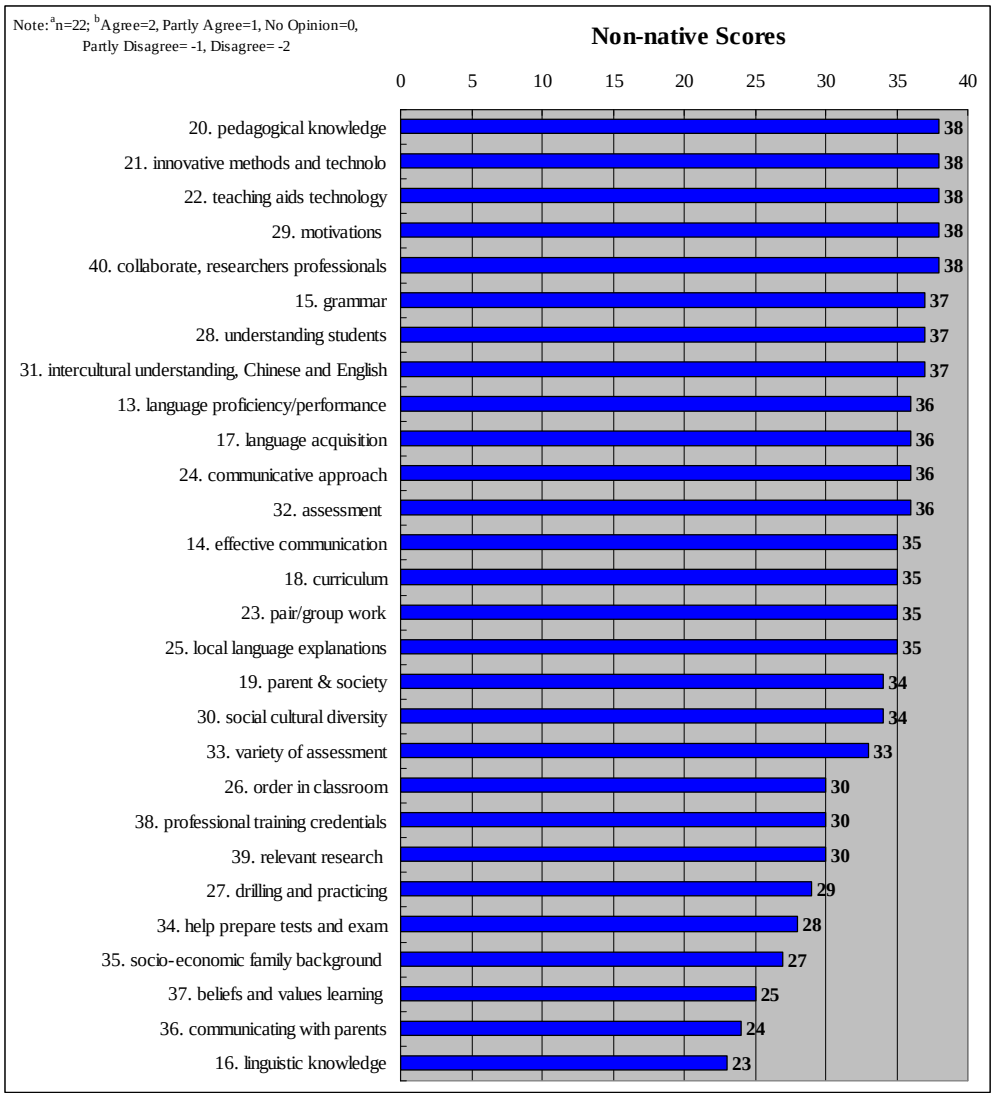
n Figure 1. Overall Scores (NETs + NNETs) of the Question #13 to 40 listed by a descending order



n Figure 2. Scores of the Question #13 to 40 listed by a descending order by NETs



n Figure 3. Scores of the Question #13 to 40 listed by a descending order (NNETs)



As presented by the three figures above, both NETs and NNETs believe that pedagogical knowledge, i.e., Question #20 "Good pedagogical knowledge of classroom teaching (e.g., able to present the subject matter in ways students can understand and learn in an effective way)" is the most important quality of a good English language teacher. However, starting from the second in rank based on the score sums, NETs and NNETs seem to have different views regarding other qualities. For NETs, Question #29 "Enhancing students' motivations for learning language" is second only to pedagogical knowledge, and Question #13 "Good English language proficiency (e.g., speaking, listening, reading, writing)" is ranked as three as well as Question #21 "Willing to try new and innovative methods, techniques, and technology in teaching" and Question #24 "Enhancing participation through the use of the communicative approach."

In contrast, NNETs believe that the following four qualities are equally important as good pedagogical knowledge (all five of them have the sum of 38):

Question #21 “Willing to try new and innovative methods, techniques, and technology in teaching”

Question #22 “Using teaching aids, resources, and technology effectively”

Question #29 “Enhancing students’ motivations for learning language”

Question #40 “Willing to collaborate with colleagues, researchers and other professionals”

Although seven questions are identical in the top ten list (shaded cells), the table below shows how NETs and NNETs place different qualities with different importance.

Table 2. Ten questions with the highest scores

Native		Rank	Non-native	
20. pedagogical knowledge	54	1	38	20. pedagogical knowledge
29. motivations	50	2	38	21. innovative methods and technology
13. language proficiency/performance	49	3	38	22. teaching aids technology
21. innovative methods and technology	49	4	38	29. motivations
24. communicative approach	49	5	38	40. collaborate, researchers professionals
14. effective communication	48	6	37	15. grammar
40. collaborate, researchers professionals	48	7	37	28. understanding students
28. understanding students	47	8	37	31. intercultural understanding, Chinese and English
22. teaching aids technology	46	9	36	13. language proficiency/performance
23. pair/group work	45	10	36	17. language acquisition

Note: Agree=2, Partly Agree=1, No Opinion=0, Partly Disagree=-1, Disagree=-2

Table 3. Ten questions with the lowest scores

Native		Rank	Non-native	
19. parent & society	41	1	33	33. variety of assessment
27. drilling and practicing	40	2	30	26. order in classroom
17. language acquisition	38	3	30	38. professional training credentials
25. local language explanations	38	4	30	39. relevant research
37. beliefs and values learning	38	5	29	27. drilling and practicing
34. help prepare tests and exam	37	6	28	34. help prepare tests and exam
39. relevant research	36	7	27	35. socio-economic family background
16. linguistic knowledge	27	8	25	37. beliefs and values learning
36. communicating with parents	27	9	24	36. communicating with parents
38. professional training credentials	27	10	23	16. linguistic knowledge

Note: Agree=2, Partly Agree=1, No Opinion=0, Partly Disagree=-1, Disagree=-2

A comparison of the ordinal numbers of the sum scores of the Question 13 to 40 by

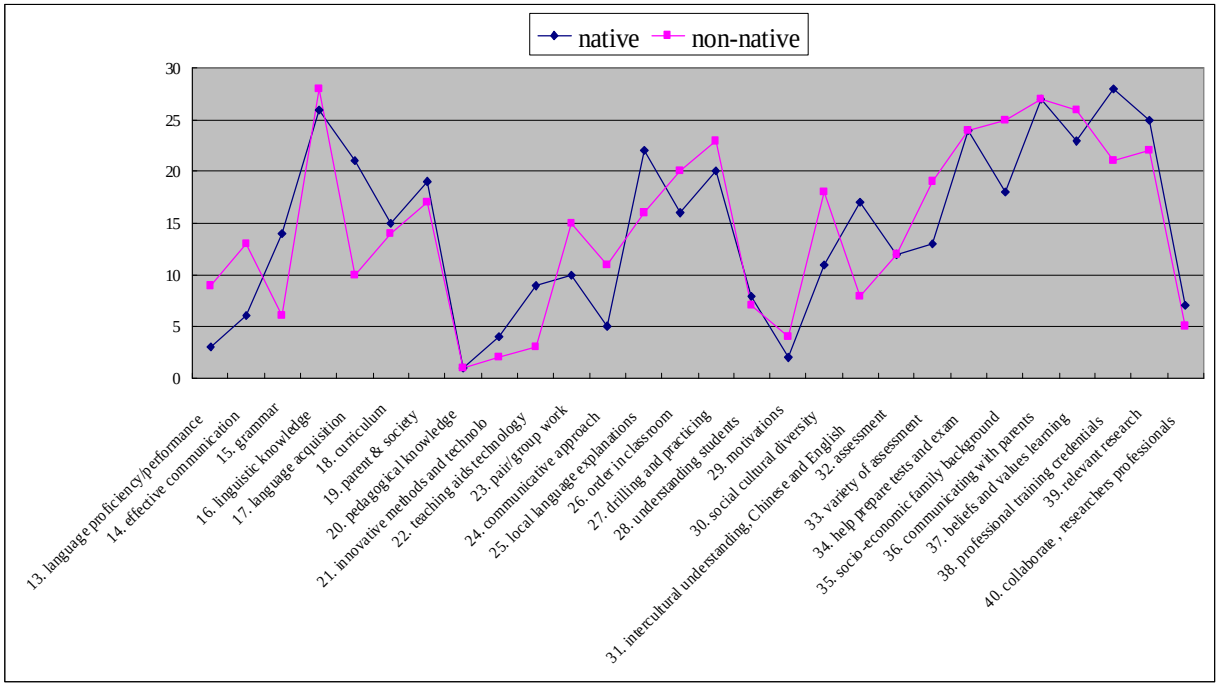
NET vs. NNET is also presented in the following table (shaded cells show the questions with the same ordinal numbers) and a figure is drawn to see the similarities and differences between native vs. non-native English speaking English language teachers.

Table 3. A comparison of the ordinal numbers of the sum scores of the Question 13 to 40 by native vs. non-native English speaking ELTs

Questions #13 to 40	native	non-native
13. language proficiency/performance	3[a]	9
14. effective communication	6	13
15. grammar	14	6
16. linguistic knowledge	26	28
17. language acquisition	21	10
18. curriculum	15	14
19. parent & society	19	17
20. pedagogical knowledge	1	1
21. innovative methods and technology	4	2
22. teaching aids technology	9	3
23. pair/group work	10	15
24. communicative approach	5	11
25. local language explanations	22	16
26. order in classroom	16	20
27. drilling and practicing	20	23
28. understanding students	8	7
29. motivations	2	4
30. social cultural diversity	11	18
31. intercultural understanding, Chinese and English	17	8
32. assessment	12	12
33. variety of assessment	13	19
34. help prepare tests and exam	24	24
35. socio-economic family background	18	25
36. communicating with parents	27	27
37. beliefs and values learning	23	26
38. professional training credentials	28	21
39. relevant research	25	22
40. collaborate, researchers professionals	7	5

Note. [a]The number in the cell is the ordinal # of the score.

Figure 4. A comparison of the ordinal numbers of the sum scores of the Question 13 to 40 by native vs. non-native English speaking ELTs



In Summary, based on the results of Section II. Question#13 to 40, both NETs and NNETs rated good pedagogical knowledge as the most important quality of a professional ELT. For NETs, enhancing students' motivation in learning English comes as the second most important quality. English language teachers' English language proficiency, willingness to try new and innovative teaching methods, techniques, and technology and the use of communicative approach are equally important after pedagogical knowledge and English language proficiency. For NNETs, however, the patterns seem quite different. They believe that the following four qualities are equally important as good pedagogical knowledge (all five of them have the sum of 38): (1) willingness to try new and innovative methods, techniques, and technology, (2) using teaching aids, resources, and technology effectively, (3) enhancing students' motivations for learning language, (4) willingness to collaborate with colleagues, researchers and other professionals. NNETs also pay more attention to the English grammar and its instruction, and intercultural understanding between Chinese and English. In contrast, NETs focus more on using the communicative approach and communicating effectively in English in the classroom than grammar instruction or local educational context and culture.

Both groups do not value too much on professional trainings and related credentials, but more so for NETs. They rated professional trainings and related credentials as well as communicating with parents and the linguistic knowledge of English as the least important qualities of a professional ELT. NNETs also rated the linguistic knowledge of English and communicating with parents as the least important qualities. It is unexpected to learn that NNETs rated three qualities in the contextual

and cultural domain as the least important: understanding students' socio-economic status and cultural background, understanding the beliefs and values of learning in general, and communicating with parents, since NNETs are supposed to be quite capable in these areas. An explanation may be that they are well immersed in the local contextual and cultural domain so that its importance no longer demands for serious recognition. While for NETs, understanding local culture and language and communicating with parents, given their potential language and cultural barrier, may be too daunting a task for them to identify them as important.

Section III. What contributes most to the success of an ELT professional?

Section III is a ranking task of the following seven attributes of a good English language teacher and a table showing the overall count of the rank follows.

- Language proficiency and classroom performance (e.g., pronunciation, clarity, fluency, etc.)
- Linguistic knowledge of English
- Pedagogical knowledge
- Related credentials, training, and commitment to teaching English as a profession
- Understanding the curriculum and the demands of the educational system
- Understanding the native/local language and culture
- Understanding the students (e.g., special needs, learning styles or difficulties, etc.)

Table 4. Frequency count of the ranking of the seven attributes of a good ELT

Ranking	1	2	3	4	5	6	7
Language proficiency and classroom performance (e.g., pronunciation, clarity, fluency, etc.)	14[a]	15[b]	4	1	5	1	2
Linguistic knowledge of English	0	2	3	7	5	12	11
Pedagogical knowledge	10	5	10	7	5	3	3
Related credentials, training, and commitment to teaching English as a profession	6	4	5	4	7	6	8
Understanding the curriculum and the demands of the educational system	0	3	6	11	10	4	8
Understanding the native/local language and culture	1	3	6	8	6	10	8
Understanding the students (e.g., special needs, learning styles or difficulties, etc.)	13	12	9	4	2	4	0

Note. [a] Frequency count of the ranking [b] Shaded cells indicate the highest frequency count of Rank #1 for the item.

Table 5. Frequency count of the ranking of the seven attributes of a good ELT by NETs

Ranking	1	2	3	4	5	6	7
Language proficiency and classroom performance (e.g., pronunciation, clarity, fluency, etc.)	9	10	2	1	2	0	1

Linguistic knowledge of English	0	0	1	5	1	9	9
Pedagogical knowledge	6	4	6	2	4	2	1
Related credentials, training, and commitment to teaching English as a profession	2	2	3	2	6	2	8
Understanding the curriculum and the demands of the educational system	0	0	5	8	6	2	4
Understanding the native/local language and culture	0	1	4	5	5	8	2
Understanding the students (e.g., special needs, learning styles or difficulties, etc.)	8	8	4	2	1	2	0

Note. n=31

Table 6. Frequency count of the ranking of the seven attributes of a good ELT by NNETs

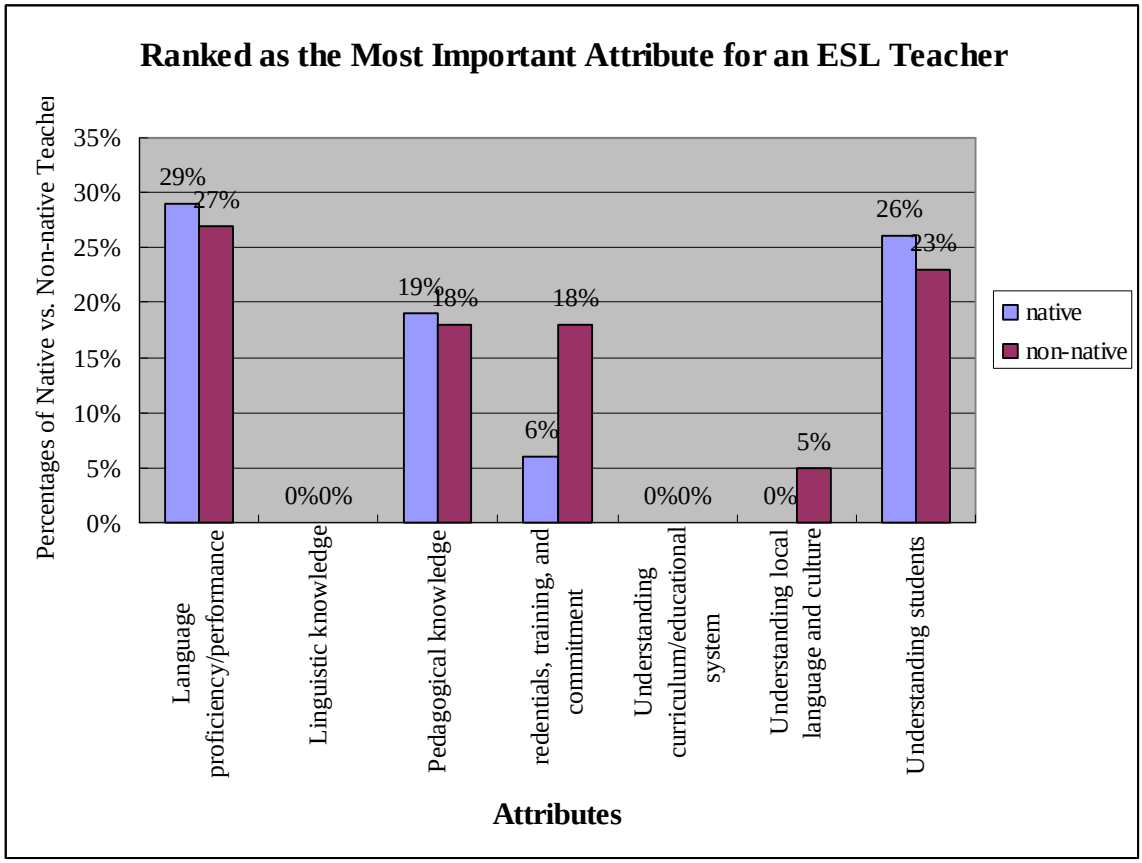
Rank	1	2	3	4	5	6	7
Language proficiency and classroom performance (e.g., pronunciation, clarity, fluency, etc.)	6	5	2	0	3	1	1
Linguistic knowledge of English	0	2	2	2	4	3	3
Pedagogical knowledge	4	1	5	5	1	1	2
Related credentials, training, and commitment to teaching English as a profession	4	2	2	2	2	4	0
Understanding the curriculum and the demands of the educational system	0	3	1	4	4	2	4
Understanding the native/local language and culture	1	2	2	3	1	3	6
Understanding the students (e.g., special needs, learning styles or difficulties, etc.)	5	5	5	2	1	2	0

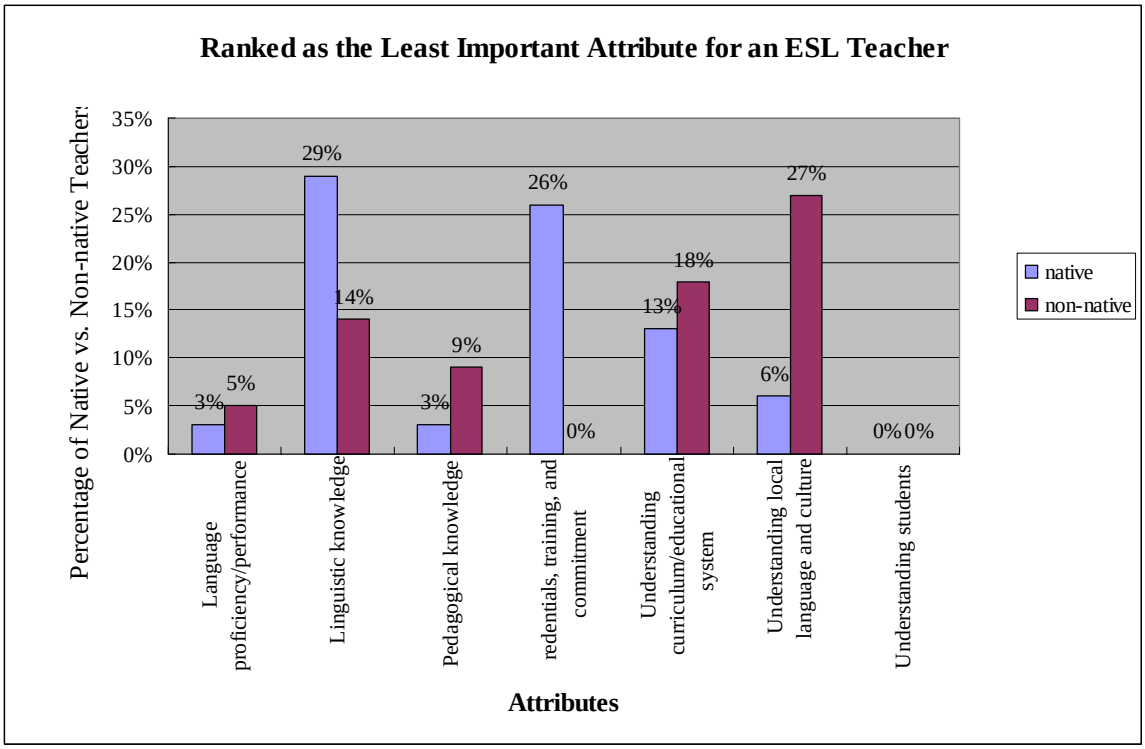
Note. n=22

Table 7. A comparison of the frequency percentages of the seven attributes of a good ELT by NET and NNET

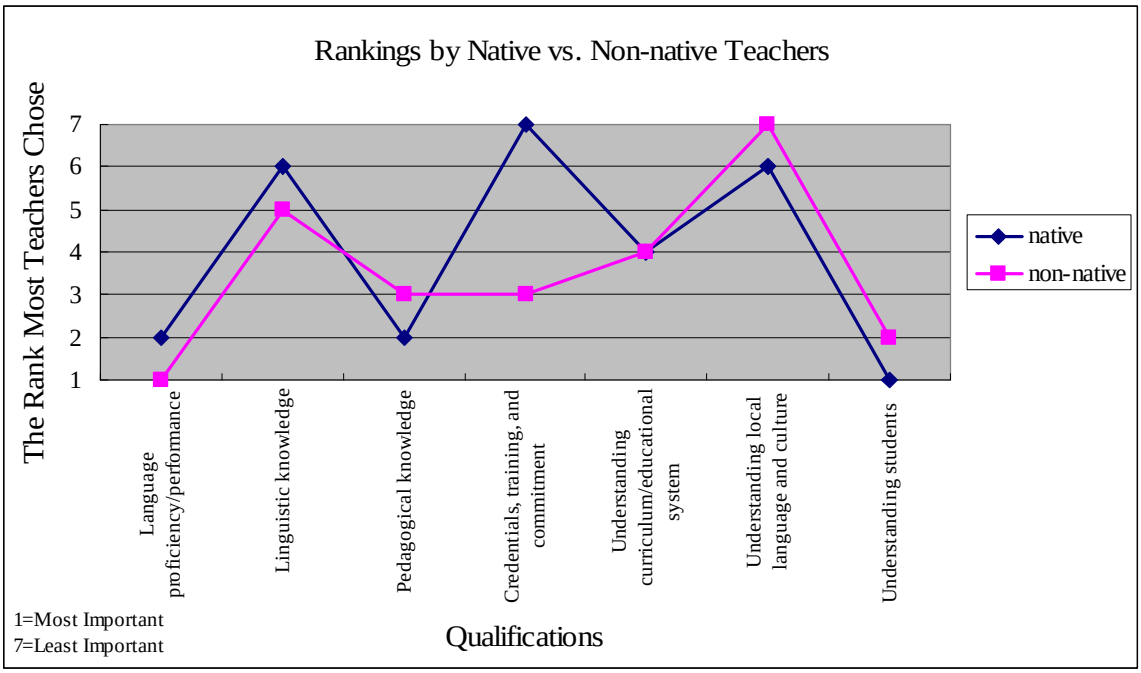
Rank	1		2		3		4		5		6		7	
Native vs. Non-native	NET	NNET	NET	NNET	NET	NNET	NET	NNET	NET	NNET	NET	NNET	NET	NNET
Language proficiency and classroom performance	29%	27%	32%	23%	6%	9%	3%	0%	6%	14%		5%	3%	5%
Linguistic knowledge of English				9%	3%	9%	16%	9%	3%	18%	29%	14%	29%	14%
Pedagogical knowledge	19%	18%	13%	5%	19%	23%	6%	23%	13%	5%	6%	5%	3%	9%
Related credentials, training, and commitment	6%	18%	6%	9%	10%	9%	6%	9%	19%	9%	6%	18%	26%	0%

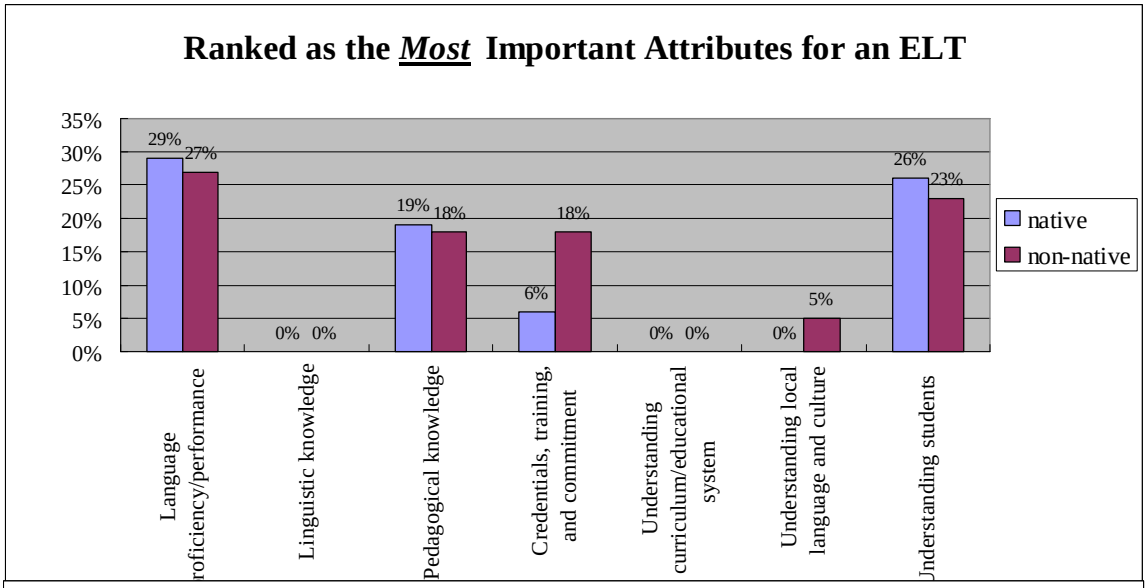
Understanding the curriculum and the demands of the educational system				13%	16%	5%	26%	18%	19%	18%	6%	9%	13%	18%
Understanding the native/local language and culture		5%	3%	9%	13%	9%	16%	14%	16%	5%	26%	14%	6%	27%
Understanding the students (e.g., special needs, learning styles or difficulties, etc.)	26%	23%	26%	23%	13%	23%	6%	9%	3%	5%	6%	9%		

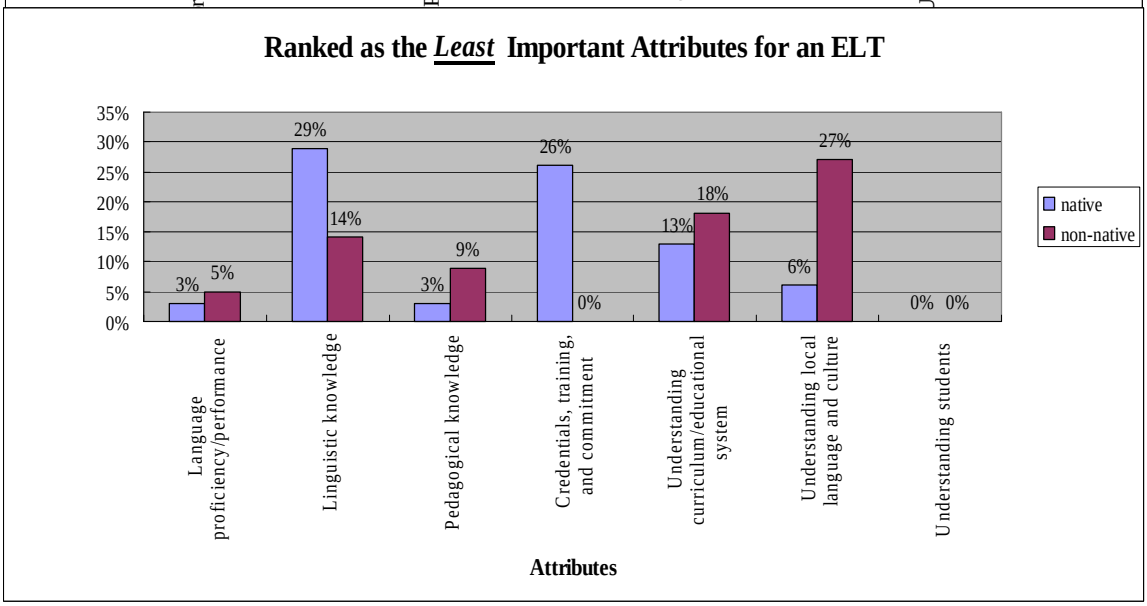




	native	non-native
Language proficiency/performance	2	1
Linguistic knowledge	6	5
Pedagogical knowledge	2	3
Credentials, training, and commitment	7	3
Understanding curriculum/educational system	4	4
Understanding local language and culture	6	7
Understanding students	1	2







The results of Section II do not entirely corroborate with Section III. the ranking task. In Section III, NETs ranked understanding the students as the most important attribute for a professional ELT, English language proficiency and performance as well as pedagogical knowledge as the second. NNETs also valued the attributes of English language proficiency and performance and understanding students (ranked as 1st and 2nd respectively). NNETs ranked pedagogical knowledge as important as credentials and trainings in Section III (both ranked as 3rd); however, credentials and trainings was rated by NNETs as one of the least important qualities in Section II. NETs, corresponding to their ratings in Section II, ranked credentials and trainings as the least important attribute (ranked as 7th) in this section. Both groups ranked understanding local language and culture as unimportant (NET ranked 6th and NNET ranked 7th) presumably for different reasons. In brief, NETs and NNETs, when asked to rank the summative attributes of a professional ELT, agree on almost all of them except teachers' credentials, and trainings.

(2) Interviews

Altogether 15 NETs and 6 NNETs were interviewed face-to-face, each lasted from 15 to 30 minutes. Among the 15 NETs, four were from the Hsinchu City and the rest were from the Yilan County. All the NNETs were from the Yilan County. The interviews expanded some of the questions in our questionnaire on professionalism in teaching but also covered co-teaching issues not included in the questionnaire.

In the Yilan Program, one of the goals of the training course there was to help NNETs learn to integrate NETs into their classes and find a role for them. NNETs felt that the NET was an authentic model especially for pronunciation, and a good source of vocabulary and cultural knowledge, "the NET is a dictionary," said one. The NETs also brings fresh input and new ideas into the class. NNETs benefit also through the contact with native speakers, before some NNET had felt shy with foreigners, although others working at cram schools had already encountered them professionally.

The NETs reported how they were challenged by working in a Taiwanese classroom. Firstly most reported feeling inadequate because of their lack of Chinese, one said "without Chinese it cannot work" Apart from this, they felt they did not know the students, "they all look the same"; also they did not know how far to push pupils. One said she lacked inadequate knowledge of "the school, the students and the structure." Some felt their lack of experience compared to their co-teacher, while those who had developed their own pedagogical approach were frustrated if it could not be used in the Taiwanese classroom.

For their part the Taiwanese teachers appreciated the difficulties the young Americans were facing and valued their idealism. They noted the culture shock the NETs faced in a new country and in a new educational system. They observed them groping for a role in the classroom. One local teacher sympathized, "My lesson plan is usually in my head, it's hard for me to share it." This appreciation did not blind them to real or perceived failings of the student teachers. They saw at first hand the lack of experience of the Americans, how the class became more chaotic when the NET took charge and how they often overestimated the abilities of the local children. One local teacher complained that 'the NETs care a lot about things that are not the main point' another that they are impractical, they wait for over ten seconds for a student to answer a question, when in real life there is not enough classroom time for that.

Both groups had their own concepts of what constitutes good and bad teaching. There differences between the two groups may be due partly to educational culture and partly to experience. There were a fair number of discrepancies between the two. Nevertheless, we must make it clear at the outset, that part of the success of this program is that differences in opinion between native and non-native teachers from completely different educational cultures does not constitute a obstacle to co-teaching, as one young American said, "I don't agree with my present Taiwanese co-teacher but we can still have a good relationship."

The Americans complained that the local teachers tended to stick too closely to the textbook and syllabus, even if the material was manifestly unsuitable, e.g. too easy. The teaching method involved a lot of recitation and repetition. Some NETs felt classes were too regimented and teachers seemed intolerant of on-task noise. A common complaint was that the NET suggestions were not valued; there was never enough time for their suggested activities and no real place for creative input. Or they were not properly integrated into the class; at one point the teacher might turn to them and ask "What do you want to do?" our correspondent said she felt put on the spot when suddenly asked that question.

Discipline and punishments: NETs generally reported admiration for the kindness with which NNETs dealt with pupils. However, they considered some of the punishments meted out to be meaningless and not formative for the offender. This has not become an issue because the NETs accept that discipline is the responsibility of the NNET alone, a sign of the effectiveness of the orientation program.

There were also different criteria on assessment, some of the trained American teachers felt the NNETs' tests lacked validity and they wanted to use portfolios rather than tests; or they said there was too much emphasis on finding the right answer or on spelling the word rather than knowing the meaning of the word. The

view of the NNETs was that although in theory they subscribed to some of the pedagogies the Americans were promoting, they were constrained by the syllabus and by forces which the foreign teachers could not understand, such as the demands of the school principal and the expectations of parents.

This brings us to another issue, in their questionnaire answers, both NETs and NNETs ranked knowledge of students as one of the most important qualities of a good teacher, three out of the four local teachers we interviewed ranked it first. The Fulbrighters lacked this knowledge and they are unlikely to acquire it given the language difficulties. Local teachers had a good knowledge of student background and they shared this with the NET. The Fulbrighters were thus made aware of the socio-economic situation and family backgrounds of the children. They knew that Taiwanese children normally attend cram schools and yet many Yilan students do not. They were also aware of local problems present in the background of some of the students in both rural and town schools: immigrant mothers (called "foreign brides" in Taiwan), parental neglect or absence, alcoholism and child abuse. This was a good example of cooperation as equal partners where NNETs took the NETs into their confidence and shared their knowledge. These young Americans for their part, were generally willing to adapt themselves view these situations through Taiwanese eyes, less multi-cultural or politically correct, though they were occasionally shocked by comments like "she's the dark skinned one."

Although aware of each other's weaknesses, each groups had a high opinion of the other, the NETs admired the professionalism of the NNETs, their dedication, their rich knowledge of the pupils, what pupils are comfortable with and what they are capable of, the NNETs familiarity with the local educational environment and their mastery of the children's mother tongue. They appreciated that NNETs were not possessive of their classes. In their turn, NNETs appreciated the volunteerism of the NETs their dedication to the children and their willingness to spend extra time giving remedial classes to children in need. The NNETs noticed that NET tend to focus on weaker students almost spontaneously, while they themselves are unable to do this through time constraints, NNETs appreciated this. Finally the NETs seem to have been trained to defer to the NNET on pedagogical issues which must be gratifying for the NNET given that the NET is a native speaker.

The thorough training, the clear roles with the local NNS speaker in the dominant role, together with the appreciation of the strengths of the co-teacher means that program is not plagued by the issues that so often derail joint teaching programs. Also, there seem to be no frictions of salary or job responsibilities. The American students seem to have adapted to the Taiwanese school system, they accept the local culture of learning and don't try to impose a foreign culture or values.

The Fulbright Taiwan English Teaching Program is clearly a niche program, not comparable with large scale operations such as the Hong Kong NET scheme, JET, the Japan exchange and teaching program or the EPIK program in Korea which all run into problems such as language, roles, salary and educational culture. Apart from the resources employed, the training and orientation program, the clear roles of both NET and NNET in co-teaching may offer keys to success that other programs could study.

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七、附錄 Appendices

APPENDIX I:

GOOD LANGUAGE-TEACHING CHARACTERISTICS*

1. Technical knowledge

Understands the linguistic systems of English phonology, grammar, and discourse.
Comprehensively grasps basic principles of language learning and teaching.
Has fluent competence in speaking, writing, listening to, and reading English.
Knows through experience what it is like to learn a foreign language.
Understands the close connection between language and culture.
Keeps up with the field through regular reading and conference/workshop attendance.

2. Pedagogical skills

Has a well-thought-out, informed approach to language teaching.
Understands and uses a wide variety of techniques.
Effectively designs and executes lesson plans.
Monitors lessons as they unfold and makes effective and mid-lesson alterations.
Effectively perceives students' linguistic needs.
Given optimal feedback to students.
Stimulates interaction, cooperation, and teamwork in the classroom.
Uses appropriate principles of classroom management.
Use effective, clear presentation skills.
Creatively adapts textbook material and other audio, visual, and mechanical aids.
Innovatively creates brand-new materials when needed.
Uses interactive, intrinsically motivating techniques to create effective tests

3. Interpersonal skills

Is aware of cross-cultural differences and is sensitive to students' cultural traditions.
Enjoy people; shows enthusiasm, warmth, rapport, and appropriate humor.
Values the opinions and abilities of students.
Is patient in working with students of lesser ability.
Offers challenges to students of exceptionally high ability.
Cooperates harmoniously and candidly with colleagues (fellow teachers).
Seeks opportunities to share thoughts, ideas, and techniques with colleagues.

4. Personal qualities

Is well organized, conscientious in meeting commitments, and dependable.
Is flexible when things go awry.
Maintains an inquisitive mind in trying out new ways of teaching.

Set short-term and long-term goals for continued professional growth.
Maintains and exemplifies high ethical and moral standards.

*Brown, 2001, P. 430

Appendix II:

A Questionnaire on the Professionalism of English Language Teachers in Taiwan

Dear Participants:

This questionnaire is part of a National Science Council (Taiwan) funded survey project. It aims to explore the perceptions of professionalism of both native and non-native speaking English language teachers, especially those who have experienced collaborative teaching in elementary or secondary schools in Taiwan. Your answers will contribute to our research and thus inform future developments in English teacher training and orientation programs for both local teachers and native speaker teachers. Your help and participation in this research are highly valued and appreciated. Your answers will be kept confidential and anonymous. Only the researchers have access to the online data; when the study is completed, the questionnaire and all data will be deleted from the survey website. Thank you for answering these questions, which should take around 15 minutes.

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Research Team:

Primary Investigator: Cynthia H. F. Wu 吳信鳳, Professor, Department of English

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A Questionnaire on the Professionalism of English Language Teachers in Taiwan

Section I: Background Information

1. Gender: female male
2. Age: 24 or under 25-34 35-44 45-55
   56 or above
3. Nationality:
4. Are you a native speaker of English? Yes No
5. Highest Degree Bachelor's Master's Doctorate
   Department or Program
   College or University

Country

6. If you do not have a degree in TESOL (Teaching English to Speakers of Other Languages), have you taken any TESOL-related courses? Yes No

7. Do you have a teaching certificate? Yes No

7a. For what age group or level? pre-school / kindergarten

primary / elementary

secondary

7b. In which subject area(s) or area(s) of specialization?

8. What is your total number of years of teaching experience? Years Months (if less than a year):

9. What is your total number of years teaching English? Years Months (if less than a year)

Age group or level of teaching

9a. preschool/kindergarten Country Years Months (if less than a year):

9b. primary/elementary Country: Years: Months (if less than a year):

9c. secondary Country: Years: Months (if less than a year):

9d. college/university (tertiary) Country: Years: Months (if less than a year):

10. Approximately how many hours per semester of language teaching-related in-service training (e.g., workshops, lectures, conferences, orientations, etc.) do you participate in?

none 1-5 hours 6-15 hours 16-30 hours 31 hours or more

11. What is the percentage of English as your language of instruction in class?

less than 10% around 25% around 50% around 75% more than 90%

Other (please specify the percentage)

12. Have you had any native/non-native co-teaching experience? Yes No

Section II: Do you agree that the following are indicative of an effective language teacher in Taiwan?

Agree Partly Agree No Opinion Partly Disagree Disagree

13. Good English language proficiency (e.g., speaking, listening, reading, writing)

14. Able to communicate effectively in English in the classroom

15. Understanding English grammar and being able to explain it clearly to students

16. Understanding English linguistics (e.g., phonology, morphology, syntax, semantics,

pragmatics)

17. Understanding the nature and processes of language acquisition
18. Understanding the standards and demands of the English curriculum of the school
19. Understanding parental and societal goals and expectations of English education
20. Good pedagogical knowledge of classroom teaching (e.g., able to present the subject matter in ways students can understand and learn in an effective way)
21. Willing to try new and innovative methods, techniques, and technology in teaching
22. Using teaching aids, resources, and technology effectively
23. Using pair and group work to enhance collaborative learning
24. Enhancing participation through the use of the communicative approach
25. Using the local language for explanations in class when necessary
26. Maintaining order in the classroom
27. Providing adequate time for drilling and practicing
28. Understanding students' learning needs and styles
29. Enhancing students' motivations for learning English
30. Appreciating the social and cultural diversity of students
31. Developing intercultural understanding, e.g., helping students understand the differences and similarities between Chinese and English culture and language
32. Understanding the nature and purpose of assessment in language learning
33. Capable of using a variety of assessment approaches and techniques to identify learning progress
34. Helping students prepare for tests and examinations
35. Understanding of students' socio-economic status and cultural background in relation to their home language use and exposure to English outside the classroom
36. Capable of communicating with parents regarding their children's English learning
37. Understanding the beliefs and values of learning in general of the parents and the larger society
38. Sufficient professional training and related credentials
39. Understanding relevant research and being able to apply it to teaching
40. Willing to collaborate with colleagues, researchers and other professionals

Section III: What contributes most to the success of an ELT professional?

Please RANK the following seven items from 1 to 7 in order of importance (with #1 as the most important).

● Language proficiency and classroom performance (e.g., pronunciation, clarity, fluency, etc.)
● Linguistic knowledge of English

- Pedagogical knowledge
- Related credentials, training, and commitment to teaching English as a profession
- Understanding the curriculum and the demands of the educational system
- Understanding the native/local language and culture
- Understanding the students (e.g., special needs, learning styles or difficulties, etc.)

Thank you! This is the end of the questionnaire. We sincerely appreciate your time and effort in completing it.

Comments or suggestions?

Research Findings

The findings of this research will be submitted to the National Science Council (Taiwan) by November, 2008 and will be posted on the website of the primary investigator, Cynthia Hsin-feng Wu, Department of English, National Chengchi University (http://English.nccu.edu.tw/main.php).

Further Contact (**OPTIONAL**)

If you are willing to share your thoughts regarding this issue through a face-to-face or telephone interview, please leave your contact information below. The interview will take about 15 to 20 minutes and will be audio-taped and transcribed. Your identity and the interview data will be kept strictly confidential and anonymous.

Your name: _____

E-mail: _____

Telephone number: _____

Best time(s) to call you (day of the week and time of the day, e.g. mornings, afternoons, evenings):

_____

Appendix III. Interview Sheet*

1. Name:
2. Native language:
3. Length of teaching experience:
4. Qualifications:
5. Do you regularly participate in any form of in-service training?
6. Non-native: How do you strive to improve your command of English?
   Native: Do you speak any Chinese?
7. Non-native: What do you consider to be your strongest and your weakest points in your English language competence?
8. Knowledge of other foreign languages:
9. Non-native: Length of stay in English-speaking countries/What did you do there?
   Native: How long have you lived in Taiwan?
10. Average teaching load per week:
11. What age group do you like teaching, and why?
12. Is there a specific teaching method that you prefer?
13. Other subjects you are teaching:
14. What helped you most to become a professional teacher?
15. Where else do you teach? Other occupations?
16. What do you regard as the advantages of being a native/non-native teacher?
17. What do you regard as the disadvantages of being a native/non-native teacher?
18. In what sense do you think you teach differently from a native/non-native teacher?
19. Is there any organized way of cooperation between native and non-native teachers in the staff?
20. Is there any specific distribution of work between them?
21. If you were the principal of your school, would you prefer to hire native or non-native? What is the ideal ratio of natives and non-natives?
22. For how long have you been teaching this class?
23. Standard coursebook being used:
24. Level of class:
25. Short description of class/problems:
26. How satisfied were you with your lesson?
27. What would you do differently?
28. Did anything go wrong in your judgment?

*Arva & Medgyes, 2000, p. 371

Professionalism and Practice of Native and Non-native English Language Teachers

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This paper aims to provide a theoretical platform for future research areas in order to (1) establish a common set of professional standards/criteria for professional expertise of ELT teachers in the EFL context of Taiwan, and (2) inform curricular initiatives in designing effective and sustainable collaborative teaching English programs/models at the elementary school level in Taiwan.

A unique issue in the context of English language teaching (ELT) is the distinction between native versus non-native English-speaking teachers (NETs vs. NNETs). In commenting on the perceived differences between NETs and NNETs, Carless and Walker (2005) claim that the main differences are that the NETs possess a breadth of vocabulary, can use appropriate idiom, have intuitive knowledge about usage and provide an insider's cultural knowledge of a language community. Their strengths are the relative weaknesses of the local English teachers, whose strengths reflect the weaknesses of the NETs. NNETs can be positive role models for students, are better placed to anticipate students' language difficulties and make profitable use of the mother tongue with thus richer resources for explaining grammar points. In addition, NNETs are likely to have better familiarity with local syllabuses and examinations and may find it easier to develop close relationships with students.

Nevertheless, there have been numerous arguments against the native vs. non-native dichotomy in terms of ELT professionalism (Braine, 1999; Cook, 2002; Liu, 1999; Medgyes, 1994; Samimy & Brutt-Griffler, 1999; Tang & Absalom, 1998), and most of them are legitimate on various grounds. Inbar (2001) further indicates that the division between native versus non-native teachers regarding the superiority of the native speaking English teacher was seen to indicate a power struggle over professional status between the two groups.

Professionalism in ELT obviously cuts across the line of nativeness, i.e., both NETs and NNETs can be effective English teachers. The myth of native speakers being better English teachers persists and the distinction between NETs and NNETs is perceived as important by many. If there is a distinction between them, is it reflected in their teaching practices and their concept of professionalism? Is there a common set of standards/criteria for professional expertise shared by both NETs and NNETs? Further, in line with the perceived difference between NETs and NNETs, collaborative teaching has generally been considered as the best partnership between them. Although the problems are complex, the lack of a common set of professional values, ethics, and standard practices in the ELT profession seems to lie at the core of the issue. True collaboration between NETs and NNETs can not take place unless they share a professional common ground.

A study of the current research in the "professional common ground" for ELTs in this paper shows a lack of consensus. Tsui (2003) explored the concept of expertise in teaching of ELTs in Hong Kong. She describes the expert teacher as having a rich knowledge base including (1) content knowledge, the major facts and concepts of the discipline; (2) pedagogical content knowledge, i.e. how to represent this knowledge to students, using analogies, examples, illustrations, explanations and demonstrations; (3) curricular knowledge of programs and materials; (4) general pedagogical knowledge of teaching and learning; (5) knowledge of educational aims and objectives; (6) knowledge of learner characteristics; and (7) knowledge of other content, outside the teacher's specific subject domain. She also adds that true expert knowledge is knowledge in action: theory refined and tested dialectically by practice thus becomes "situated knowledge."

The president of TESOL Association 1999-2000, David Nunan, asked the question: "What is professionalism?" It seems to be an unfamiliar construct in an ELT context. In

Nunan's (1999, 2001) view, it is fundamental that a set of criteria be established for deciding whether an area of activity, such as English language teaching, qualifies as a profession. The TESOL Association has thus developed an elaborate set of standards for ESL teachers as well as programs in 2003: "TESOL/NCATE Program Standards", i.e., "Standards for the accreditation of initial programs in P-12 ESL teacher education." These standards are used to evaluate whether an English teacher preparation program can receive national recognition. The standards are based on five domains, which are language, culture, instruction, assessment and professionalism (see the figure below).

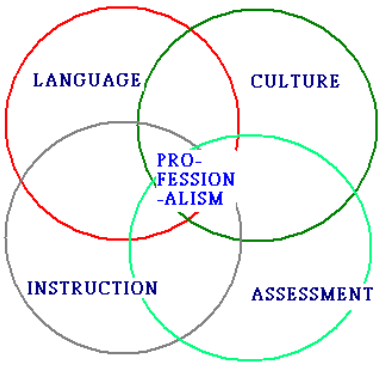

Figure 1. An interrelated framework of domains and standards for the accreditation of initial programs in P-12 ESL teacher education (Adapted from TESOL, 2003, p.4)

These domains are not independent of one another; they are **interrelated**, with professionalism positioned at the center of the framework. For example, an understanding of language acquisition in the language domain will definitely affect applications in instruction, culture and assessment; knowledge of issues of assessment is bound to be related to the domains of language, instruction, and culture.

The criteria in the TESOL/NCATE Program Standards are not completely applicable to ELT teachers in Taiwan, since they are primarily established standards for L2 teachers in U.S. classrooms, using U.S. methods and materials, working within the local educational systems to help immigrant children learn English and integrate into the predominately English-speaking society. However, their list does provide a clear framework and taxonomy of skills that can shed light on creating a profile of the kind of ELT teacher needed in Taiwan classrooms.

This paper urges that it is time to move beyond the native and non-native debate to expert and non-expert among TESOL professionals. In addition to an in-depth review of important and pertinent studies and explorations along the issue of professionalism in the field of English language teaching, a questionnaire was devised to elicit NETs' and NNETs' views on the defining features of a professional ELT regardless of the native and non-native distinction. It is hoped that a benchmark could be established with which to evaluate the professional practice of NETs and NNETs in Taiwan and in other areas of the world as well. Therefore, the questions guiding this research are as follows.

1. If there is a perceived distinction between NETs and NNETs in terms of their professionalism, is it reflected in their professional practice and perception?
2. What is professionalism for ELT teachers; in particular, what is the common set of professional standards or criteria for professional expertise for ELT teachers in Taiwan?
3. What are the educational implications/applications of the NETs and NNETs in relation to their professionalism on curriculum, pedagogy, and teacher education?

The issue of non-native English teachers' efficacy has received much attention. Research into this specific area is especially warranted, considering that the overwhelming majority of English teachers throughout the world are non-native speakers and the steady increase in the importance of English as a global means of communication. While English has become the *lingua franca* for international business, technology, and academia in the ever changing process of globalization, the number of non-native speakers of English in the world has out-numbered native speakers 3 to 1 (Crystal, 1997; Power 2005). The non-native speakers are actually transforming the global language; Queen's English may not be the norm. The question "Who owns English?" is attracting global attention. The issue of NETs and NNETs is thus all the more pertinent for the local and global English education.

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Professionalism and Practice of Native and Non-native English Language Teachers

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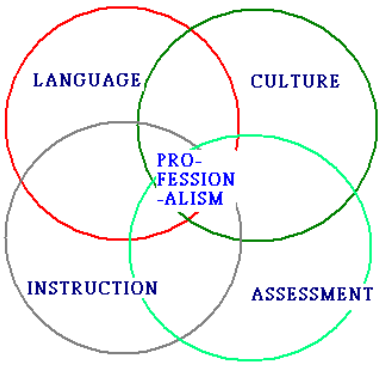

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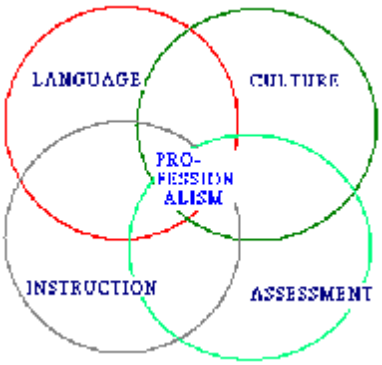

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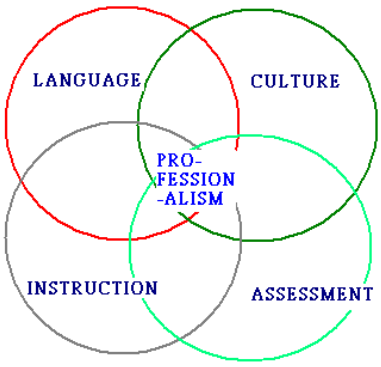

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