CHAPTER I

INTRODUCTION

This chapter includes a general introduction of this study. The study addresses cultural differences in English as Foreign Language (EFL) classrooms between Taiwanese senior high school students and native English-speaking teachers. It is concerned about five parts, consisting of background of the study, purposes of the study and research questions, significance of the study, definition of terms, and organization of the study. Each part is furnished with detailed supporting description and is presented in the following.

BACKGROUND OF THE STUDY

Taiwan has become of paramount importance in the world market because of the burgeoning of the innovative technology and the rapid growth of economic development so uninterrupted interactions of merchants and travelers from different countries stress the significance of English (Crystal, 2000). In the 1990s, numerous parents and educators advocate that students need to promote English learning at the elementary level in response to economic globalization, and exponents of elementary English instruction have believed that if children learn English earlier, their level of proficiency will be higher (We & Ke, 2009). Also, Wu and Ke (2009) underpin that under the influence of English as a global language, the Ministry of Education (MOE) has implemented a tremendous reform in English education policy since 2001. The fifth and sixth graders of the elementary school must take English as a required course, and metropolitan schools commence to implement English teaching to the first graders (Wu & Ke, 2009). However, majority parents do not satisfy their demand on the account of the fact that their children cannot communicate with foreigners

accurately and efficiently in real scenarios (Wu & Ke, 2009). Consequently, increasing parents expect that the MOE employs native English-speaking teachers to educate Taiwanese students. Not only can native English–speaking teachers improve students' English proficiency, but they have opportunities to practice their speaking skills with foreigners (Wu & Ke, 2009).

Solomon (1994) and Klaus (1995) suggest that native English-speaking teachers represent a potential competitive advantage for multinational corporations, carrying out assignments such as facilitating the operation of foreign subsidiaries, establishing new international markets, spreading and sustaining corporate culture, and transferring technology, knowledge and skills. In 2003, the MOE announced their plan to recruit 369 English-language teachers from Australia, Britain, Canada, and the United States. Education Minister Jong-Tsun Huang underscored that the qualifications of the foreign English teachers must be native English speakers, college graduates, and under 45 years old (China Post staff, August 26, 2003). According to the Council of Labor Affairs in Taiwan (2011), 2406 foreign teachers worked in schools, and 5715 foreign teachers worked at cram schools in December in 2011.

Wang (2002) proposes that the Taiwanese government and other Eastern Asian countries have highlighted the English language policy at the elementary level, so it is crucial to examine how practitioners perceive the top-down policy and its affect on classroom instruction, and the difficulties it poses for that instruction, and classroom practitioners are "at the heart of language policy" (Ricento & Hornberger, 1996, p. 147). But, the issue received considerable attention because Floyd and Carrell (1987) stress that learning English involves cultural schemata and language comprehension instead of vocabulary or grammar. In the classroom, the traditional English as a Foreign Language (EFL) instruction emphasizes teacher-centered,

grammar-translation, and exam-oriented approaches (Yang, 1978), and students' low speaking proficiency in English is ascribed to inappropriate teaching pedagogies (Wongsothorn, 2002).

Grammar-translation and exam-oriented assessments neglect the important skills of communication, making EFL students fail to communicate with foreigners (Scovel, 1983). McKay (2003) highlights that culture influences language teaching linguistically and pedagogically. Genc and Bada (2005) stress that culture impacts on the semantic, pragmatic, and discourse levels of the language and sways the choice of the language materials profoundly. Selecting the language materials, meanwhile, is crucial because the cultural content of the language materials and the cultural basis of the teaching approach should be integrated (Genc & Bada, 2005). For instance, the target culture is given in textbooks, and so are the source culture materials.

Reynolds, Taylor, Steffensen, Shirey, and Anderson (1982) holds that culture has significant effects on knowledge, beliefs, and values, and that knowledge, beliefs, and values have significant effects on comprehension processes. Cornfield (1966) suggests that culture decides people's behavior and language, and forms their attitudes and beliefs. Moreover, language and culture are inseparable, interconnected, and unavoidable (Richardson, 1994). Park (2000) argues that culture is one of the main components of language and it can not be learned successfully and completely without learners' awareness of their culture. Wang (2003) articulates that insufficient background knowledge of social culture makes students unable to comprehend the real or deep meaning of the content.

Canale and Swain (1980) stress that the emergence of communicative approach strengthens the importance of culture in the foreign curriculum. Byram and Morgan (1994) note that learners might obtain insight into values and meanings of foreign

culture through taking on the role of foreigners. Accordingly, learning a foreign language does not mean mastering its pronunciation, grammar, and vocabulary; instead, it includes culture (Fan, 1997).

Kramsch (1993) suggests that foreign students must understand both their own culture and the foreign culture while learning a foreign language, mentioning the importance of cultures happening in communicative situations. Al-Zubaidi (2001) stresses that cultural awareness and cultural competence are fundamental constituents during learning or teaching a foreign language. Copper (2004) argues that the mutual understanding of expectations between culturally different participants is an indispensable element of the teaching and learning experience in the intercultural classroom.

Lastly, mismatched educational expectations are difficulties to successful teaching and learning. Besides, teachers, especially those from European American backgrounds, may have difficulty interacting and communicating with their culturally and linguistically diverse students because they do not have the intercultural knowledge, skills, or competencies necessary to "recognize and overcome the power differentials, the stereotypes, and other barriers which prevent us from seeing each other" (Delpit, 1995, p. 134).

STATEMENT OF PROBLEMS

In Taiwan, while a more tremendous body of research in the literature has been built-up in recent years focusing on the intercultural communicative difficulties of merchants, few studies have focused on EFL Taiwanese senior high school students' cultural competency to language learning in the EFL classrooms, not to mention that little research has been conducted to explore the differences between Taiwanese senior high school students' learning expectations, and their native English-speaking

teachers' teaching contents and instructional methods (Wu & Ke, 2009).
Consequently, research concerning the cultural differences in Taiwanese EFL senior
high school speaking classes taught by native English-speaking teachers is
comparatively rare and worth investigating. Ho (2004) argues convincingly that
cultural understanding requires a reflection on one's own culture and on the cultures
of others. To create opportunities for socialization among students is crucial if
teachers and students are to benefit from the intercultural classroom (Holmes, 2004).

STUDY PURPOSE AND RESEARCH QUESTIONS

The main purpose of this qualitative study is to address the instructional
contents and methods employed by the native English-speaking teachers in English
speaking classes. Secondly, it relates the Taiwanese senior high school students'
perceptions of their native English-speaking teachers in English speaking classes. The
third section deals with the difficulties encountered by the Taiwanese senior high
school students and their native English-speaking teachers in English speaking classes.
The final section lays out how the Taiwanese senior high school students adjust their
learning strategies and how their native English-speaking teachers adjust their
instruction in English speaking classes. Accordingly, the research questions are as
follows:

1. What instructional contents and methods are employed by the native
   English-speaking teachers in the senior high school's English speaking classes?

2. What do the Taiwanese senior high school students expect of their native
   English-speaking teachers in English speaking classes?

3. What are the difficulties encountered by the Taiwanese senior high school
   students and their native English-speaking teachers in English speaking classes?

4. How do the Taiwanese senior high school students adjust their learning strategies and how do their native English-speaking teachers adjust their approaches in English speaking classes?

DEFINITION OF TERMS

To better understand the goals of the research and research questions, an explanation of the terms used in this study will be explained in the following section.

English as a Foreign Language (EFL)

According to the definition of Cambridge Dictionary, EFL means that the teaching of English to students whose first language is not English.

Native English-Speaking Teacher (NEST)

Chomsky (1965) articulates that Native English-Speaking Teachers are people who have learned their first language since they were born. They naturally express and think in the language. They are usually from the U.S.A., the Great Britain, Australia, Canada, New Zealand, or South Africa.

Culture

Scollon (2001) advocates culture includes custom, habit, belief, morals, and values. "Knowledge" refers to the basic knowledge of the world concerning language, geography, and history.

Target Culture

The target culture means the culture of people who live in the U.S.A., the Great Britain, Australia, Canada, New Zealand, or South Africa.

Communicative Language Teaching (CLT)

Holliday (1994) argues that is communicative language teaching an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

CHAPTER II

LITERATURE REVIEW

This chapter reviews relevant studies and theories on language, culture, and teaching approaches not merely in general but also in the Taiwanese context, and discusses why understanding the students' perceptions is principal for effective the EFL speaking class implementation. This chapter consists of three parts. Firstly, to establish the study's theoretical framework, the existing literature on language and culture in terms of teaching and learning English in general is briefly reviewed. Secondly, an overview of major English language instructional approaches and applications includes Grammar Translation Method (GTM) and Communicative Language Teaching (CLT). The third part of the literature review addresses previous studies related to empirical studies of cultural teaching in EFL curricula and instruction in different countries and Taiwan.

CULTURE

According to Seelye (1993), "culture" is a broad concept embracing all aspects of human life, including everything people learn to do, and he suggests that culture shapes our thoughts and actions. Condon (1973) expresses that culture is regarded as a way of life. Culture presents differently in language, attitudes, customs, concepts, arts, and traditions, describing people living in a given period of time (Kuo & Lai, 2006).

Also, Kuo and Lai (2006) underpins that culture means the beliefs, values, and material objects, making our way of life. Numerous experts and scholars explain the definition of culture. Heuberger (2001) underpins that culture is often viewed as the behaviors, beliefs, values and attitudes of various groups; broadly defined, culture can be defined as the way things are done within any group.

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Lindsey and Beach (2002) regard culture as: "Human behavior is immensely varied, and the variations are fundamentally determined by culture. Culture is a human society's total way of life; it is learned and shared and includes the society's values, customs, material objects, and symbols" (p. 59).

Hogan-Garcia (2003) suggests that culture or ethnic groups represent associate belief and behavior systems from one generation to the next through learning. Turkey's linguist, Cakir (2006), states that culture means different things to different people. Flewelling (1994) suggests that culture is the study of a people's customs, manners, values, and beliefs. Chastain (1988) describes culture is the way people live. Bentahila and Davies (1989) explain that it is the sort of knowledge people need in order to use the language for communication.

Furthermore, Peck (1998) advocates that culture is an accepted and patterned manners of a given people in a discourse community, delivering a common social space and history, and common imaginings. Culture is deeply ingrained part of the very fiber of our being, but language–the means for communication among members of a culture– is the most visible and available expression of culture (Brown, 1994).

Similarly, Tang (1999) stresses that culture is language and language is culture, suggesting that in order to speak a language well, learners must ponder in that language. For speakers, language is the soul of the country. Language and culture are inseparable, interconnected, and unavoidable (Richardson, 1994). Culture is everything in human life and culture is the best in human life (Brooks, 1968). Rivers (1981) expresses that culture means children's growing up in a social group learn ways of doing things and ways of expressing themselves.

To conclude, while different peoples live in the world, they seem to own the similarity and difference, share common characteristics, and have different aspects

because of different cultures and values (Lather, Jain, & Shukla, 2010). Samovar, Porter, and McDaniel (2007) argue that to interact successfully with those from different cultural backgrounds, it is essential to cognize different cultural rules. Without sufficient concepts of cultural differences, people might be embarrassing and detrimental because culture is the most important foundation of communication.

Table 1

Summary of Definitions of Culture

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1. Brooks (1968) advocates that culture is everything in human life and culture is the best in human life.
2. Condon (1973) expresses that culture is regarded a way of life.
3. Rivers (1981) proposes that culture means children's growing up in a social group learn ways of doing things and ways of expressing themselves.
4. Chastain (1988) describes culture is the way people live from the anthropological sense.
5. Bentahila and Davies (1989) explain that it is the sort of knowledge people need in order to use the language for communication.
6. Seelye (1993) suggests that culture is a broad concept embracing all aspects of human life, including everything people learn to do, and that culture shapes our thoughts and actions.
7. Brown (1994) explains that culture is deeply ingrained part of the very fiber of our being, but language–the means for communication among members of a culture– is the most visible and available expression of culture.
8. Richardson (1994) observes that language and culture are inseparable, interconnected, and unavoidable.
9. Peck (1998) advocates that culture is an accepted and patterned manners of a given people in a discourse community, delivering a common social space and history, and common imaginings.
10. Tang (1999) stresses that culture is language and language is culture, suggesting that in order to speak a language well, learners must ponder in that language.
11. Cakir (2006), states that culture means different things to different people.
12. Kuo and Lai (2006) say that culture presents differently in language, attitudes, customs, concepts, arts, and traditions, describing people living in a given period time.

LANGUAGE AND CULTURE

Numerous linguists explain the relationship between language and culture. To begin with, according to Jiang (2000), language is an element of culture, and plays an essential role in it. She points out that culture will be impossible without language, and that language and culture influence and shape drastically. Liddicoat (2003) advocates that language and culture interact directly and that all levels of language use and structures are delivered by culture.

In Mitchell and Myles' (2004) words, language and culture are inseparable, providing support for the development of the other. Kramsch (1998) underpins that the cultural reality is obviously expressed and embodied, showing that language and culture are intertwined rigidly. Also, Nida (1998) suggests that "Language and culture are two symbolic systems. Everything we say in language has meanings, designative or sociative, denotative or connotative. Every language form we use has meanings, carries meanings that are not in the same sense because it is associated with culture and culture is more extensive than language" (p. 29).

In addition, Kuo and Lai (2006) propose that language and culture own a kind of profound and symbolic relationship; hence, they are inseparable and one will affect each other deeply. Leveridge (2008) holds that the relationship between language and culture cannot be abandoned because language maintains and conveys culture and cultural ties. Brown (1994) describes the two as follows: "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" (p. 165).

Nevertheless, Jiang's (2000) stresses "the three metaphors about language and culture" (p. 328). From a philosophical view:

language + culture → a living organism

flesh   blood

Language and culture makes a living organism; language is flesh, and culture is blood. Without culture, language would be dead; without language, culture would have no shape.

From a communicative view:

language + culture → swimming (communication)

swimming skill   water

Communication is swimming, language is the swimming skill, and culture is water. Without language, communication would remain to a very limited degree (in very shallow water); without culture, there would be no communication at all.

From a pragmatic view:

language + culture → transportation (communication)

vehicle   traffic light

Communication is like transportation: language is the vehicle and culture is traffic light. Language makes communication easier and faster; culture regulates, sometimes promotes and sometimes hinders communication.

In a nutshell, language and culture are intertwined rigidly. Jiang (2000) argues that an interactive influence always lies between language and culture, and language and culture depend on each other, mixing to form a living organism. Kuo and Lai (2006) contend that language represents the whole culture because language stands for culture in speakers' mind. Contrarily, culture symbolizes language and is utilized in economic, religious, and philosophy fields. Thus, understanding the relationship between language and culture will help students develop instructional strategies and pedagogies for teaching second languages (Kuo & Lai, 2006).

Table 2

Summary of Relationship between Language and Culture

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1. Brown (1994) describes that a language is a part of a culture and a culture is a part of a language.
2. Nida (1998) suggests that language and culture are two symbolic systems.
3. Kramsch (1998) underpins that the cultural reality is obviously expressed and embodied, showing that language and culture are intertwined rigidly.
4. Jiang (2000) advocates that language is an element of culture, and plays an essential role in it.
5. Liddicoat (2003) maintains that language and culture interact directly and that all levels of language use and structures are delivered by culture.
6. Mitchell and Myles' (2004) contend that language and culture are inseparable, providing support for the development of the other.
7. Kuo and Lai (2006) propose that language and culture own a kind of profound and symbolic relationship; hence, they are inseparable and one will affect each other deeply.
8. Leveridge (2008) holds that the relationship between language and culture cannot be abandoned because language maintains and conveys culture and cultural ties.

CULTURAL DIFFERENCE

Heuberger (2001) advocates that cultural differences are always crucial and polemical because of lacking of knowledge and understanding of cultures and the misconception of race and ethnicity. Cultural differences can be found in differing living conditions, relationships, emotions, working styles, teaching, raising children, and ruling a society, to name a few; simply, some ways of life or habits that are practiced in eastern cultures may seem bizarre in western cultures, and vice-versa. (Heuberger, 2001). Hall (1976) underscores that cultural differences in the use of language and context in communication, stating that one of the main distinctions between cultures has been the notion of high and low context cultures depending on the degree to which meaning comes from the settings or from the words being

exchanged. Hall (1976) proposes that "A high context (HC) communication or message is one in which most of the information is already in the person, while very little is in the coded, explicitly transmitted part of the message. A low context (LC) communication is just the opposite; i.e., the mass of the information is vested in the explicit code" (p. 91) Also, collectivistic culture usually stands for high context, and individualistic culture usually represent low context (Hall, 1976). Hall (2000) states that "meaning and context are inextricably bound up with each other" (p. 36), suggesting that if every individual wants to understand communication, he / she should focus on meaning and context together with the code for example words. Gudykunst's (1996) advocates that a high context (HC) communication to be indirect, ambiguous, maintaining of harmony, reserved and understated while a low context (LC) communication is regarded as direct, precise, dramatic, open, and based on feelings or true intentions; thus, according to Hall's (1976) theory and Gudykunst's (1996) notion of high or low context, most Northeastern Asians like Chinese, Japanese, Koreans, and Taiwanese belong to a higher-context culture while Americans and Germans are low in context because Northeastern Asians rely more on non-verbal communications than American and Germans. Moreover, Triandis (1995) suggests that individualism and collectivism have different explanations, and he analyzes horizontal is equality, vertical is hierarchy and   for most Northeastern Asians like Chinese, Japanese, Koreans, and Taiwanese, they accept hierarchy as a natural state, believing that those at the top of the hierarchy hold more power than those at other levels of the hierarchy whereas Americans and Germans are regard as horizontal, pursing individualism and equality. Other scholars propose different concepts. Lather, Jain, and Shukla (2010) point out that "Chinese culture has been influenced for thousands of years by Confucian culture, and benevolence, duty,

courtesy, wisdom, trustworthiness have become the particular cultural factors associated with Chinese culture. People advocate values like harmony, peaceful coexistence, kindness, order for old and young, politeness, modesty, honesty and sincerity in interpersonal relationships" (p. 133). In addition, Lather et al. (2010) observe that the core values are embedded throughout modern Chinese culture, and they stress that Chinese respect for hierarchy and develop relationships through guanxi (connections) and mianzi (face), and create harmony." Samovar, Porter, and McDaniel (2007) define that face as "a metaphor for the self-image you want to project to other people" (p.160), stressing that face is a product during interactions in society, so one can either gain or lose it. Ting- Toomey (1985) argues that face-negotiation theory (FNT) can be integrated into cultural-level dimensions and individual-level attributes to explain face concerns. Ting-Toomey and Kurogi (1998) show that Face is "a claimed sense of favorable social self-worth that a person wants others to have of her or him" (p.187). Ting-Toomey (2005) contends that "face loss occurs when we are being treated in such a way that our expected identity claims in a conflict situation are challenged or ignored" (p.73). Ting-Toomey (2005) advocates that the face of the group in collectivist cultures is more important than the face any individual in that group. For example, Northeastern Asians think that the reputation of a family is more important while comparing an individual; however, in individualist cultures, the face of the individual is more important than the face of the group. For example, Americans are pursing individual achievement and expressing individual character. In a word, we must realize the fact that globalization will continue growing in all aspects of life including business, education, science, and entertainment, and intercultural interaction is being replacing domestic interaction. Cultural difference learning helps us to discover a multitude of ways of viewing the world. Understanding

the relationship between cultural differences will help students to foster critical thinking and teachers to utilize instructional strategies and pedagogies for teaching second languages better.

Table 3

Summary of Previous Studies of Cultural Difference

High Context (HC) Communication	Low context (LC) Communication
1. Hall (1976) advocates that message is one where most of the information is already in the person, while very little is in the coded, explicitly transmitted part of the message. Collectivistic culture usually stands for high context. 2. Gudykunst (1996) proposes that a high context communication to be indirect, ambiguous, maintaining of harmony, reserved and understated. Chinese, Japanese, Koreans, and Taiwanese belong to a higher-context culture and rely more on non-verbal communications. 3. Triandis (1995) suggests that vertical is hierarchy and Chinese, Japanese, Koreans, and Taiwanese accept hierarchy as a natural state, believing that those at the top of the hierarchy hold more power than those at other levels of the hierarchy. 4. Lather, Jain, and Shukla (2010) stress that the core values are rooted by modern Chinese, Japanese, Korean, and Taiwanese culture, and they adore for hierarchy and develop relationships by guanxi (connections) and mianzi (face), and create harmony."	1. Hall (1976) advocates that the mass of the information is vested in the explicit code Americans and Germans are low in context. Individualistic culture usually represent low context. 2. Gudykunst (1996) proposes that Americans and Germans are low in context , and rely more on verbal communications. A low context communication is regarded as direct, precise, dramatic, open, and based on feelings or true intentions. 3. Triandis (1995) suggests that Americans and Germans are regard as horizontal, pursing individualism and equality. 4. Ting-Toomey (2005) stresses that the face of the group in collectivist cultures is more important than the face any individual in that group.

CULTURAL SCHEMATA AND FOREIGN LANGUAGE COMPREHENSION

EFL learners generally want cultural background knowledge while learning a foreign language. Thus, before discussing any theory, the concepts of cultural schema must be clarified or defined. According to Rumelhart and Ortony's (1977) explanations, cultural schemata mean that data structure for representing the cultural concepts stored in memory, and cultural schemata can be called cultural background knowledge or culture-specific knowledge. Numerous scholars and experts have advocate that cultural schemata influence second language comprehension tremendously. The results demonstrate particularly for cultural background knowledge during learning a foreign language.

To begin with, Steffensen, Joag-dev, and Anderson (1979) find the influence of schemata on foreign language reading comprehension, and Johnson (1981) stresses that the cultural origin of the text makes a great impact on foreign language reading comprehension that the levels of language complexity. John (1982) suggests that if EFL learners are familiar with a foreign culturally related issue and information from real experiences in the foreign culture, they will learn more efficiently. Furthermore, Brown and Yule (1983), regard schemata as "organized background knowledge which leads us to expect or predict aspects in our interpretation of discourse" (p. 248).

In Brown and Yule' (1983) word, they contend that things will be as they were before and the principle of minimal change; things are as like as possible to how they were before if EFL learners utilize two fundamental principles to relate the new information to their previous experience: the principle of analogy. Floyd and Carrell's (1987) note that cultural background influences EFL reading comprehension more

than syntactic complexity, describing that experiential cultural knowledge for EFL reading comprehension can be facilitated in class.

Brock (1990) shows that learners' background knowledge, interests, and language proficiency are the three keys to successful reading comprehension by using localized literature readings. In another case study, Kang (1992) finds that both background knowledge and content schemata play an integral role in reading comprehension while examining about how second language readers filter information from second language texts through culture specific background knowledge. Townsend and Fu (1998) analyze that if Chinese students have previous knowledge of Chinese stories in English, they can develop their second language ability well.

As for listening comprehension, despite the fact that it has long been the neglected skill in second language acquisition, research, teaching, and assessment, on account of its perceived importance in language learning and acquisition, second language listening ability has been discussed recently (Hayati, 2009). Mueller (1980) explains that the students having the contextual visual before hearing the passage scores significantly higher on the recall measure than those in the visual-after and the no-visual groups after investigating the effects on listening comprehension of locus of contextual visuals for different levels of aptitude of beginning college German students.

Long (1990) conducts a survey, finding that the EFL learners depended on their linguistic knowledge in the listening comprehension of unknown information and counted on their cultural schemata in the listening comprehension of the known information. Additionally, in Bacon's (1992) report, she explains that advanced successful listeners are likely to utilize their personal, world, and discourse

knowledge whereas less successful beginners listeners either built incorrect meaning from their prior knowledge or neglected it altogether after she has conducted an experiment with Spanish students, investigated strategies used in three identified phases: perceptual, parsing, and utilization. Nunan (1998) says that "listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively. In fact, over 50% of the time that students spend functioning in a foreign language will be devoted to listening" (p.1).

Rost (2002) argues that listening comprehension is an inferential process because it is a complicated active process of interpretation where EFL listeners match what they hear with what they already know because background knowledge is as a critical component of the listening process. In Rost's (2002) definition, he regards listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning, and creating meaning through involvement, imagination and empathy.

Cook (2003) advocates that "The successful interpretation of language (spoken or written) in context depends upon the degree to which the participants share conventions and procedures, including those related to paralanguage. Such conventions and procedures, together with the values and beliefs behind them, are elements of cultural background knowledge" (p. 52). Hayati (2009) emphasizes that "Having background knowledge is a key feature of any kinds of listening materials, so language learners wanting to improve their listening comprehension should have greater exposure to two kinds of listening materials: target culture materials and international target culture materials"(p. 149).

From the above discussion, we can draw a conclusion that cultural schemata

play an essential role in foreign language reading and listening comprehension. Most significantly, if the final aim is to make students comprehend the teaching material to the fullest extent, culture ought to be an integral section of language instruction.

Table 4

Summary of Empirical Studies of Cultural Schemata and Foreign Language

Comprehension

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1. Mueller (1980) explains that the students having the contextual visual before hearing the passage scores significantly higher on the recall measure than those in the visual-after and the no-visual groups after investigating the effects on listening comprehension of locus of contextual visuals for different levels of aptitude of beginning college German students.

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MAJOR ENGLISH INSTRUCTIONAL METHODS

In Taiwan, while numerous researchers and EFL teachers have concerned about English instruction, it still seems that a wide variety of discrepancies exist between the ideal objectives and practical results regarding instructional approaches (Lai, 2006). Since 1980, the learning or teaching models have been transferred in perspectives on foreign or second language acquisition. More specifically, Celce-Murcia (2002) points out that many instructional methods emerge like whole language education, learner-centered instruction, and communicative language teaching replacing the traditional teacher-centered, grammar-oriented instruction. A

brief overview of grammar-oriented instruction and communicative language teaching utilized widely are presented next.

The Grammar Translation Method

According to Richards and Rodgers' (2005) word, the Grammar-Translation Method was the dominant method in foreign language teaching in Europe from the 1840s to the 1940s. Thus, EFL learners or teachers now regard the grammar translation method as traditional instruction. Brown (2001) addresses that "The Grammar Translation Method remarkably withstood attempts at the outset of the twentieth century to "reform" language teaching methodology, and to this day it is practiced in too many educational contexts"(p.18).

Basically, Taiwanese students learn a foreign or second language through translating from second language (L2) to their native language (L1); then, teachers start to analyze the sentence structure. The grammar translation method prevails over other instructional methods because teachers believe that if students want to learn a foreign language well, they must understand the fundamental elements of English sentence.

Celce-Murcia (2001) lists the major characteristics of "the Grammar Translation Method" (p.6).

1. Instruction is given in the native language of the students.

2. There is little use of the target language for communication.

3. Focus is on grammatical parsing, i.e. the form and inflection of words.

4. There is early reading of difficult texts.

5. A typical exercise is to translate sentences from the target language into the mother tongue (or vice versa).

6. The result of this approach is usually an inability on the part of the student to use

the language for communication.

7. The teacher does not have to be able to speak the target language.

    However, Brown (2001) stresses that "it is ironic that this method has been so stalwart among many competing models. It does virtually nothing to enhance a student's communicative ability in the language. On the other hand, one can understand why Grammar Translation remains so popular. It requires few specialized skills on the part of teachers. Tests of grammar rules and of translations are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translations, and rote exercises" (p.19).

    Nunan (1999) says that although learners memorize a set of grammatical rules, it seems that they cannot communicate in real scenarios. In addition, while having grammatical ability and using English correct is important, formal correctness itself is only part of communicative competence (Allwright, 1979; Johnson, 1982; Brumfit, 1984).

    Furthermore, Richards and Rodgers (2001) summarizes "characteristics of the Grammar Translation Method" (p.5).

1. The goal of foreign study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study;

2. Reading and writing are the major focus;

3. Vocabulary selection is solely based on the reading texts used, and words are taught bilingual word lists;

4. The sentence is the basic unit of teaching and language practice;

5. Accuracy is emphasized;

6. Grammar is taught deductively - that is by presentation and study of grammar rules;

7. The study of native language is the medium of instruction.

Richards and Rodgers (1986) propose that the grammar translation method predominantly intensifies reading and writing skill development, neglecting learners' listening and speaking skill completely. Additionally, Brown (1994) advocates that learners are encouraged to use their target language in a spontaneous and unrehearsed context because the conveyance of a message is more important than grammatical accuracy.

To conclude, educators must give learners appropriate methods to convey their messages in authentic settings if they are expected to learn how to use the target language to fulfill real communicative functions. Brown (2001) proposes that while the Grammar translation method is sometimes successful in leading a student toward a reading knowledge of a L2, "it has no advocates" (Richards & Rodgers, 1986, p.5).

The Communicative Language Teaching

Communicative Language Teaching (CLT) was first regarded as a methodology in England in 1970. CLT can be explained and defined in many ways. Savignon (1984) proposes that CLT means different things to the different people who practice it. As Larsen-Freeman (1986) puts it, the most obvious attribute of CLT entails "almost everything that is done is done with a communicative intent" (p.132). According to Richards and Rodgers' (2001) definition, CLT is a theory of language as communication, and its purpose is to develop learners' communicative competence. Brown (2007) defines CLT as "an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes" (p.378).

Canale and Swain (1980) and Hymes (1972) suggest that CLT emphasizes communicative competence referring to an ability to use the language for in real scenarios purposes. Thus, "Both American and British proponents now see it as an approach that aims to (a) make communicative competence as the goal of language teaching and (b) develop procedures for the teaching of the four language skills" (Richards & Rodgers, 1986, p. 66).

Savingnon (1983) observes that CLT refers to functional language proficiency: "the expression, interpretation, and negotiation of meaning involving interaction between two or more persons belonging to the same (or different) speech community (communities), or between one person and a written or oral text." (p. 303).

Nunan (1999) lists several characteristics of CLT as follows:

1. Language is a system of the expression of meaning: primary function – and communication.

2. Activities involving real communication, carrying out meaningful tasks, and using language that is meaningful to the learner promote learning.

3. Objectives will reflect the needs of the learner; they will include functional skills as well as linguistic objectives.

4. Syllabus will include some or all of the following: structures, functions, notions, and tasks. Ordering will be guided by learner needs.

5. Role of materials – primary role of promoting communicative language use; task based, authentic (p. 246).

In addition, Brown (2001) lists major interconnected "characteristics of CLT" (p. 43).

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals

therefore must intertwine the organizational aspects of language with the

pragmatic.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

6. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

As Littlewood (1981) mentions, from another perspective, the trait communicative language teaching is that "it gives planned emphasis on functional as well as structural features of language, combining these into a more completely communicative view" (p.1). Yalden (1987) articulates that CLT stresses communicative syllabus where real-world tasks and authentic materials are used to design language courses.

Furthermore, Richards (2006) highlights that "the importance of pair and group work is an indispensable aspect of CLT classroom, suggesting that carrying out activities in pair and group work will benefit the learners in the following ways" (p. 20).

1. They can learn from hearing the language used by other members of the group.

2. They will produce a greater amount of language than they would use in teacher-fronted activities.

3. Their motivational level is likely to increase.

4. They will have the chance to develop fluency.

To conclude, CLT has been widely explored and studied by many researchers in the field of English language teaching; accordingly, teachers must realize that they are helpers during communicating in the CLT class, being adept in analyzing contents instead of directing activities. Most significantly, if the final aim is to make students communicate well, both teachers and students have to forsake their traditional roles.

Table 5

Summary of Brown's (2001) Grammar Translation Method (GTM)

Advantages	Disadvantages
1. GTM is easier to come by than other approaches and generally requires less teacher involvement.	1. GTM involves no learner participation and little teacher-student relationship.
2. Class activities or learning games are rarely necessary, as students are translating text to another language directly.	2. Students are required to learn from a textbook and use the same method throughout their learning.
3. Teachers who are not fluent in English can teach English using this approach, as the emphasis is not on the spoken word but on translations.	3. GTM is not interactive and engaging for students, so students become more likely to lose interest in their subject and less motivated to learn.
4. Communication between student and teacher is reduced with this method.	4. GTM does not require students to participate in any activities or communicate with each other, so they will not learn how to use the language in a real-life conversation or situation and will only know how to translate one language to another.
5. GTM focuses on the application of grammar and correct sentence structure.	5. Students are only taught how to read and write the language; thus, GTM can affect how they learn to speak the learned language.
6. Word meanings are also easily learned through direct translation. A foreign word can be compared to the native language quickly.	6. The mere application of grammar and sentence structure cannot adequately prepare them for realistic conversations or verbal communication.
7. The method of comparing / translation of the learned language with a native language provides reference for students.	7. Translations may also be inaccurate, as it is not always possible to simply translate one word or phrase accurately to another language.

Table 6

Summary of Brown's (2007) Communicative Language Teaching (CLT)

Advantages	Disadvantages
1. Teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education, the kind of master-servant relationship. 2. CLT emphasizes the learner's cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate. 3. CLT encourages students to participate in class and sometimes they are accompanied by scenes or simulated scenarios. They become naturally in the English language learning English as a pleasure.	1. CLT does not focus on error correction. 2. CLT focuses on fluency but not accuracy. 3. The weaker learners who struggle and cannot use the target language continue to make mistakes and eventually give up. 4. The stronger students tend to lose patience with the weaker learners and hesitate to participate because they do not see the benefit. They do not feel challenged. 5. CLT is great for intermediate and advanced learners, but for Beginners some controlled practice is needed.

CULTURAL AWARENESS

Culture is understood differently with different backgrounds because of different values, beliefs and patterns of behavior. Kramsch (1993) stresses that cultural awareness means the ability of being aware of cultural relativity following reading, writing, listening, and speaking while learning a foreign language. "If a language is seen as social practice, culture becomes the very core of language teaching; cultural awareness must be thought as enabling language proficiency" (Kramsch, 1993, p. 23).

According to Gonzalez (2005), cultural awareness refers to integrate knowledge of aim culture and other cultures. She stresses that cultural awareness fosters

sensitivity and understand different groups or races, meanwhile, explaining that awareness and sensitivity are the critical qualities during developing in relation to others. In addition, Gonzalez (2005) mentions that it is not necessary to become an expert in each culture; nevertheless, culture awareness assists us in broadening cultural issues more precisely.

Cakir (2006) claims that culture refers to different things to different people. He also explains that people from different places can interact through an understanding. Hence, across cultures different people can communicate and are influenced and respond dissimilarly to learning practices.

Quappe and Cantatore (2007) argue that cultural awareness is the firm ground of communication including cultural values, beliefs, and perceptions. Therefore, it is required for educators to emphasize and implement the significance of cultural awareness to students. With cultural awareness, they can distinguish their actions, attitudes, and learning behaviors from different cultures.

In summary, numerous scholars and researchers draw a conclusion that if educators or students want to teach or learn language well, they must realize that cultural awareness integrates understanding and appreciation of intercultural differences.

EMPIRICAL STUDIES OF CULTURAL TEACHING

The purpose of learning a language in class is to understand intercultural, not only the ain culture but also different cultures. Since World War II, sociolinguistics and foreign language teaching research has been connected with the relationship between language and culture, and language teaching and the teaching of culture (Ryan, 1998). Kaplan (1966) attempts to clarify the effects of cultural elements in Foreign Language Learning (FLL) while practicing one of the most influential studies

of intercultural communication in the United States of America. Numerous scholars have concerned themselves with the significance of the cultural aspect in FLL. Therefore, Hymes (1972) considers approaches of incorporating culture into language teaching, stressing that communicative competence which affects second language research and teaching methodologies tremendously.

To investigate the effect of speech modification, prior knowledge, and listening proficiency on EFL listening comprehension, Chiang and Dunkel (1992) designed and implemented the plan. After listening to a lecture, the Chinese EFL students' comprehension was measured by a multiple-choice test that contained both passage-dependent and passage-independent items. Regarding topic familiarity, the subjects scored higher on the familiar-topic lecture than on the unfamiliar-topic lecture.

To help teachers discover effective strategies appropriate for ethnic minority students, another study was conducted by Ervin (1992) to see whether listeners better understand material related to their own culture, and whether thematic units are an effective method for building culturally related schemata. Within a pre- and posttest design, a class of 25 Scottish pupils and a class of 21 Texan students (ages 8 to 10 years) listened to a same-culture passage and answered a 10-item multiple-choice test. The groups then listened to another-culture passage and answered a similar test. Students/pupils participated in a one-week other-culture thematic unit and took the other-culture test. T-tests showed no significant difference between same-culture and other-culture pretest scores for the Texan group, but the Scottish group scored significantly higher on the same-culture test than the other-culture test.

Schmidt-Rinehart (1994) conducted a study with the main purpose of

discovering the effects of topic familiarity on L2 listening comprehension. University students of Spanish at three different course levels listened to two familiar passages, one about a familiar topic and another about a novel topic. The passages represented authentic language because the recordings were from spontaneous speech of a native speaker. The results indicated that the subjects scored considerably higher on the familiar topic than on the new one.

To investigate how English native-speaking teachers at a private school in Japan communicated cultural concepts in their English instruction and factors influencing their culture teaching, Duff and Uchida (1997) conduct a study in an EFL context, finding that two factors influenced English native-speaking teachers. The first part includes educational backgrounds, teaching experiences, and inter-cultural experiences; and the other part is that English Native-speaking teachers are lack in knowledge of the local classroom culture and culture awareness.

Scollon (1999) practices a study at an institution in Hong Kong where English native-speaking teachers were teaching a class of EFL Hong Kong's students, analyzing that culture is an essential and critical role which affects the views of the objects of education in the Eastern and Western classrooms, shaping the behaviors of students and teachers.

To investigate to how students learn English, Chau (2001) designed and implemented a lesson plan for four elementary EFL classrooms. Based on the qualitative and quantitative data, the result revealed that culture teaching tremendously accelerates language learning and target language teaching is extremely crucial if students would like to improve their language proficiency. Furthermore, having a pertinent guidance makes teachers integrate culture lessons handily (Chau, 2001). Sadighi and Zare (2002), in their study, explored the effect of background

knowledge on listening comprehension. Two TOEFL preparation classes allocated to EFL students took part in the study. The experimental group received some treatment in the form of topic familiarity, and their background knowledge was activated. Then a 50-item TOEFL test of listening comprehension was administered to both experimental and control groups. A statistical analysis of the results provides some evidence in support of the effect of background knowledge on listening comprehension.

According to Lou and Chism (2005), most EFL teachers in Taiwan use textbooks written by Americans or published by American's companies. Thus, Taiwanese students might be able to talk American culture in English, but are unable to talk about their own culture in English because it has almost never been addressed in their instruction (Lou & Chism, 2005). Lou and Chism (2005) find that fitting Taiwanese culture into the EFL teaching makes students understand their own culture and be able to talk about Taiwanese culture in English. As stated at the outset of this chapter, culture and language are connected and cannot be separated. If students lack in background knowledge of language, their performance might be hinder because Kramsch (1993) underscores that it is impossible to teach or learn English without teaching or learning culture.

Table 7

Summary Empirical Studies of Culture Teaching

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1. Chiang and Dunkel (1992) designed and implemented the plan to investigate the effect of speech modification, prior knowledge, and listening proficiency on EFL listening comprehension.

2. Ervin (1992) conducted to see whether listeners better understand material related to their own culture, and whether thematic units are an effective method for building culturally related schemata, helping teachers discover effective strategies appropriate for ethnic minority students.

3. Schmidt-Rinehart (1994) carried out a study with the main purpose of discovering the effects of topic familiarity on L2 listening comprehension.

4. Duff and Uchida (1997) conducted a study in an EFL context to investigate how English native-speaking teachers at a private school in Japan communicated cultural concepts in their English instruction and factors influencing their culture teaching, finding that two factors influenced English native-speaking teachers.

5. Scollon (1999) practiced a study at an institution in Hong Kong where English native-speaking teachers were teaching a class of EFL Hong Kong's students, analyzing that culture is an essential and critical role which affects the views of the objects of education in the Eastern and Western classrooms, shaping the behaviors of students and teachers.

6. Chau (2001) designed and implemented a lesson plan for four elementary EFL classrooms to investigate to how students learn English, and the result revealed that culture teaching tremendously accelerates language learning and target language teaching is extremely crucial if students would like to improve their language proficiency.

7. Sadighi and Zare (2002) explored the effect of background knowledge on listening comprehension. Two TOEFL preparation classes allocated to EFL students took part in the study.

8. Lou and Chism (2005) found that fitting Taiwanese culture into the EFL teaching makes students understand their own culture and be able to talk about Taiwanese culture in English.

CHAPTER III

METHODOLOGY

The aim of this chapter is to present the methodology of the study, including the setting, research design, participants, data collection, and data analysis. The first section addresses the instructional contents and methods employed by the native English-speaking teachers in English speaking classes.

The second section relates the Taiwanese senior high school students' perceptions of their native English-speaking teachers in English speaking classes.

The third section deals with the difficulties encountered by the Taiwanese senior high school students and their native English-speaking teachers in English speaking classes. The final section lays out how the Taiwanese senior high school students adjust their learning strategies and how their native English-speaking teachers adjust their instruction in English speaking classes.

Accordingly, the research questions are as follows:

1. What instructional contents and methods are employed by the Taiwanese senior high school students' native English-speaking teachers in English speaking classes?

2. What do the Taiwanese senior high school students expect of their native English-speaking teachers in English speaking classes?

3. What are the difficulties encountered by the Taiwanese senior high school students and their native English-speaking teachers in English speaking classes?

4. How do the Taiwanese senior high school students adjust their learning strategies and how do their native English-speaking teachers adjust their approaches in English speaking classes?

Denzin and Lincoln (2003) argue that the research questions determine what the

research method adopts. Therefore, in this study, qualitative research design is the most appropriate to offer data that will explain research questions, which were introduced in Chapter I.

SETTING

The settings of the study were three different English speaking classes of six senior high school students who are in grade ten in Taichung city. It was a required course in the first and second semesters. The course was taught once a week on Monday and Wednesday afternoon from 13:00 to 15:00 for 40 weeks from September 2010 to June 2011. The course aimed at enhancing students' speaking abilities.

Research Design

Denzin and Lincoln (1998) mention that qualitative research, a sort of scientific research, consists of an investigation which responds answers to a question, utilizes a predefined set of procedures to answer the question methodically, collects evidence, and reveals findings that were not determined in advance.

According to Stake (1995), he emphasizes that case study is a qualitative approach using one or more bounded cases and including in-depth data collection. Consequently, the focus may be either the case or an issue and it can be explained by a case or cases. A case is a bounded system with an event, a process, a program, or a person (Stake, 1995).

The non-participant observation and semi-structured interview method of this study commenced in November, 2010 and ended in August, 2011. Twelve times of observation (50 minutes) of the senior high school students started at the Nobel Senior High School in Taichung, Taiwan on November 1, 2010 and ended on Jun 15, 2011.

A semi-structured interview method was chosen. The interviews were scheduled at individual participants' convenience, and were held over a period of

thirty-eight weeks from November 8, 2010 to August 26, 2011. Interviews were limited to about 20 minutes, in consideration of the participants' busy schedules. Responses were noted on the MP4 and later coded for analysis.

PARTICIPANTS

Six senior high school students (3 males) and (3 female), ranging in age from 15 to17 years (M=16years). Most of them have difficulty while speaking English to foreigners. Three native English -speaking teachers are (2 males / USA) and (1 female UK), ranging in age from 26 to 32 years. Also, the demographic information of the participants is listed.

Student 1 (Mark)

Mark, a fifteen-year-old student of Class A, was born and grew up at an aboriginal village in Nantou. After graduating from the elementary, his family moved to Taichung city to gain better educational environment. When he was an elementary school student, he always went to church with his family on Sunday. So, he had a chance know foreign fathers. Then, his dad sent me "Britney Spears" Album "Lucky." he liked it very much because it reminded him of his pet dog. Since then, he has been fond of English songs. In order to listen to English songs, he was actively in learning English. Now, he was glad because his speaking teacher is American. He wishes that he could understand more American culture. For example, he can talk about his favorite band "Bon Jovi" in speaking class.

Student 2 (Fan)

Fan, a student of Class A, at the age of sixteen, moved to Vancouver, Canada with her family when she was four years old and she came back Taiwan as she was in grade five. Her parents were worried about whether she could use the correct Chinese or not; hence, she came back Taiwan. Although she lived in Taiwan and Canada, she

had a strong cultural shock because when she spoke Chinese. Now, the speaking class is a piece of cake for her because she can adapt it very well.

Student 3 (Mike)

Mike is a student of Class B and he is sixteen years old. He learned English when he was very young because one of his parents is an English teacher at the elementary school. Mike talked about his experience of learning English. Every night before going to bed, his mother told him some interesting stories. Also, he watched a lot of Disney Cartoons and read some reading materials like Time for kids. Thanks to his mother, he has more background knowledge of American culture, so he believes he can catch on the atmosphere in speaking classes.

Student 4 (Lisa)

Lisa is sixteen years old and attends in Class B. She had a terrible experience of learning English. She does not like speak English in foreign teacher's class. Because when she was six years old, her foreign teacher made her speak English only. Thus, she felt uneasy, nervous, and shy during English class. But, now, she becomes better because her previous English teacher "Miss Wang" helps her a lot and she hopes that she can improve her speaking ability during these semesters.

Student 5 (David)

David, a seventeen-year-old boy of Class C, is fond of sports particularly in the Major League (MLB) and National Basketball Association (NBA), so he tries to learn English hard. But, it seems that he has insufficient confidence. Although he likes to talk about sports, he does not know how to express, only some easy words. He tries his best to speak English because he likes basketball and baseball.

Student 6 (Annie)

Annie, a sixteen-year-old girl of Class C, relishes English; hence, she

speaks English extremely fluently. She makes a brief about her experience of learning English. During her free time, she always listens to pop music, watching the HBO at home. For example, she is a crazy fan of "Adele", so she spends several hours mimicking her pronunciation and intonation while she sings. Also, she likes to watch CSI (Crime Scene Investigation) because of its plot, cast, and main characters. It's the best crime drama television series, so she discusses the plot during speaking classes.

Native English-speaking Teacher 1 (Alex)

Not majoring in language or English teaching (majoring in Business Administration), Alex is fond of telling his personal academic experience on campus and working experience while living in the US. Before coming to Taiwan, he did not have any experience of teaching English, but he likes to share the things to his students while teaching in Taiwan.

Native English-speaking teacher 2 (Becky)

The only female teacher, Becky, has totally different thoughts, emphasizing her attitudes towards teaching English in Taiwan. She explained why she decided to become an English teacher. She hails from the UK. She likes English because it's her mother tongue and she obtained a master degree in Linguistics. She is interested in teaching English because she can share the British culture and customs with her students in Taiwan.

In addition, she relishes the Asian cultures (including Taiwanese & Japanese) in particularly. With the motivation, she will be active in helping her students in speaking classes.

Native English-speaking teacher 3 (Chris)

Chris has a different background. He described his life in the US and Taiwan. He was born in Los Angeles and raised in New York. He got his master degree in

computer science. He was a computer engineer in Silicon Valley. He was fired due to the dot-com bubble the global economy crisis.

But, he was lucky because he knew some of colleagues from Taiwan. They told him that he could teach English in Taiwan. He came to Taiwan in 2009 and then started his teaching career. Although he is quite fresh to his work, he will try his best to teach.

DATA COLLECTION

Semi-structured Interviews

Corbetta (2003) articulates that "semi-structured interview is the interviewer who is free to conduct the conversation as he thinks fit, to ask the questions he deems appropriate in the words he considers best, to give explanation and ask for clarification if the answer is not clear, to prompt the respondent to elucidate further if necessary, and to establish his own style of conversation" (p.269).

David and Sutton (2004) mention, in qualitative analysis, semi-structured interviews are non-standardized and frequently used. The interviewer does not test a specific hypothesis, having a list of key themes, issues, and questions to be covered. In addition, Kajornboon (2004) stresses, in the beginning of the interview, questions can be asked or some may be questions that have not been anticipated. Gray (2004) also argues that semi-structured interview offers the researcher opportunities to probe for views and opinions of the interviewee.

Kajornboon (2004) highlights the strengths of semi-structured interviews because the researcher can prompt and probe deeper into the given situation. Moreover, the researcher can explain or rephrase the questions if respondents are not articulate about the questions. In order to obtain the more precise information, I utilized the semi-structured interview method. The research commenced in November,

2010 and ended in June, 2011. I observed the class on November 8, 2010 and ended on Jun 3, 2011.

Non-participant Observation

After interviews and transcriptions, it was principal to inspect whether the statements between six Taiwanese senior high school students and three native English-speaking teachers are unity or not. According to the Dictionary of Sociology (1998), non-participant observation means a research technique where researchers watched the participants, with their knowledge, but without taking any part in the observation. There is a distance between the participants and the researcher. The non-participant observation has drawbacks because observing changes with participants' behaviors. Without any help at setting, the researcher can directly observe what the real situation is; accordingly, a non-participant observation is the best method to reach the target.

Role of the Researcher

The responsibility of the researcher is to record, type, and interpret the participants' learning and teaching experiences. He has to build up the knowledge of the case and give the real description to each of the participants' unique cases. Basically, he collects, analyzes, and interprets the data. Merriam (1998) stresses that having an enormous tolerance of ambiguity is significant for an outstanding qualitative researcher and a communicator and listener. The researcher feels lucky because his participants shared their own personal experiences with him willingly while they were studying in Taiwan, the Great Britain, or U.S., and he also pondered over the words with his personal experiences.
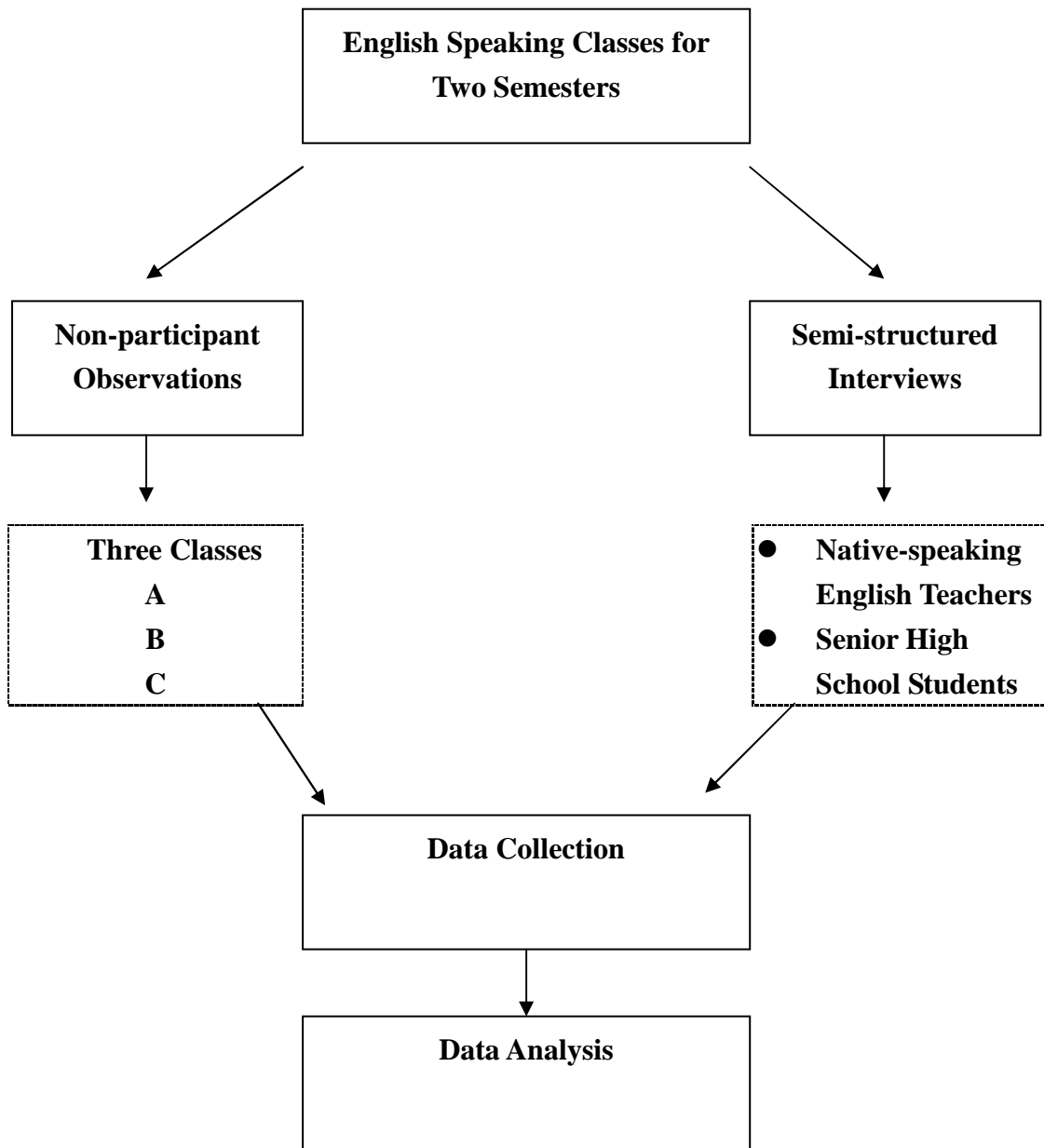
The Flow Chart of the Study Procedures

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                    ┌─────────────────────────────┐
                    │  English Speaking Classes for │
                    │        Two Semesters          │
                    └─────────────────────────────┘
                       ↙                       ↘
      ┌──────────────────────┐        ┌──────────────────────┐
      │   Non-participant    │        │   Semi-structured    │
      │    Observations      │        │      Interviews      │
      └──────────────────────┘        └──────────────────────┘
                 ↓                                ↓
      ┌──────────────────────┐        ┌──────────────────────┐
      │    Three Classes     │        │  ● Native-speaking   │
      │          A           │        │    English Teachers  │
      │          B           │        │  ● Senior High       │
      │          C           │        │    School Students   │
      └──────────────────────┘        └──────────────────────┘
                   ↘                          ↙
                    ┌─────────────────────────────┐
                    │       Data Collection        │
                    │                              │
                    └─────────────────────────────┘
                                 ↓
                    ┌─────────────────────────────┐
                    │        Data Analysis         │
                    │                              │
                    └─────────────────────────────┘
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Figure 1. The Flow Chart of the Study Procedures

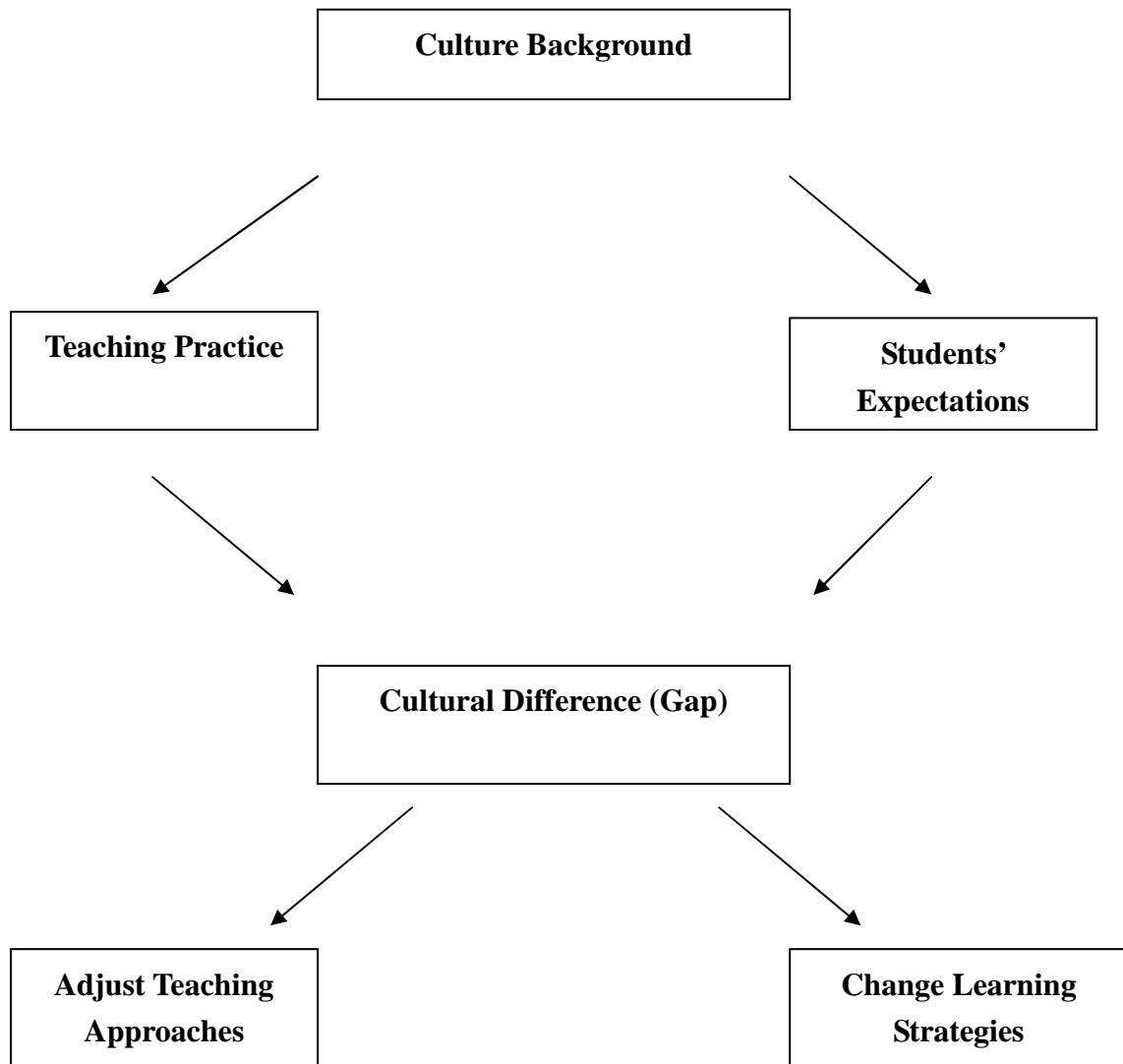**The Flow Chart of the Research Structure**

Figure 2. The Flow Chart of the Search Structure

DATA ANALYSIS

Leech and Onwuegbuzie (2008) argue that the analysis section of qualitative research includes the idea because using different qualitative data analysis techniques can increase triangulation; hence, researchers should systematically select multiple appropriate analysis techniques. In addition, qualitative data analysis is made up of three concurrent activities: data reduction, data display, and conclusion verification (Miles & Huberman, 1994). Miles and Huberman (1994) articulate that data reduction, the first step, means "selecting, focusing, and simplifying" the original data from the field notes. They also clarify this concept, pointing out that the part of data reduction does not necessarily mean "quantification." For example, summary or paraphrase can reduce and transform qualitative data.

Miles and Huberman (1994) suggest that the second step, data display, represents to "assemble organized information into an immediately accessible, concise form." With the concise and systematic information, the researcher understands what is happening.

As the conclusion verification, Miles and Huberman (1994) think it signifies the step where the researcher formulates and tests conclusions, advising researchers to "maintain openness and skepticism" even at points where conclusions seem clearly approved.

Data analysis is a Herculean task for me in that I had numerous transcriptions from my participants, and noted down every classroom observation at the research site. I listened to the recordings, read the transcription, and selected my focus by writing down the narratives. I found it helpful to make tables and figures in my attempts to organize the data and obtained conclusions.

CHAPTER IV

RESULTS

This chapter yields some results from the interviews and observations. The themes generated from the interviews and observations are discussed under four major sections. The first section addresses the instructional contents and methods employed by the three native English-speaking teachers in English speaking classes.

The second section relates the Taiwanese senior high school students' perceptions of their native English-speaking teachers in English speaking classes.

The third section deals with the difficulties encountered by the Taiwanese senior high school students and their native English-speaking teachers in English speaking classes. The final section lays out how the Taiwanese senior high school students adjust their learning strategies and how their native English-speaking teachers adjust their instruction in English speaking classes.

NATIVE ENGLISH-SPEAKING TEACHERS' INSTRCTIONAL CONTENTS AND METHODS

This section presents and analyzes the interview participants' opinions regarding the instructional contents and methods employed by the three native English-speaking teachers in English speaking classes.

In response to the interview questions, five major themes emerged:

(1) Taiwan's senior high school students' attitudes towards learning English,

(2) native English-speaking teachers' attitudes towards teaching English in Taiwan,

(3) textbooks and contents,

(4) supplementary materials, and

(5) teaching approach.

Each class reveals different thoughts and each category has its uniqueness.

Taiwan's Senior High School Students' Attitudes towards Learning English

Mark, a fifteen-year-old student of Class A, was born and grew up at an aboriginal village in Nantou. After graduating from the elementary, his family moved to Taichung city to gain better educational environment. He started to talk about his experience of learning English.

> *When I was an elementary school student, I always went to church with my family on Sunday. So, I had a chance know foreign fathers. Then, my dad sent me "Britney Spears" Album "Lucky." I very like it because it remind me of my pet dog. Since then, I love English songs. In order to listen to English songs, I was actively in learning English. Now, I'm glad because my speaking teacher is American. I wish I understand more American culture. For example, we can talk about my favorite band "Bon Jovi" in speaking class. (Mark, November 12, 2010).*

Fan, a student of Class A, at the age of sixteen, moved to Vancouver, Canada with her family when she was four years old and she came back Taiwan as she was in grade five. Here is her story.

> *My parents were worried about whether I could use the correct Chinese or not; hence, I came back Taiwan. Although I have lived in Taiwan and Canada, I have a strong cultural shock because when I speak Chinese. Now, the speaking class is a piece of cake for me because I can adapt it very well. (Fan, December 3, 2010).*

Mike is a student of Class B and he is sixteen years old. He learned English when he was very young because one of his parents is an English teacher at the elementary school. Mike talked about his experience of learning English. He said…

> *Every night before going to bed, my mother told me some interesting stories. Also, I watched a lot of Disney Cartoons and read some reading materials like Time for kids. Thanks to my mother, I have more background knowledge of American culture, so I believe I can catch on the atmosphere in speaking classes. (Mike, December 17, 2010).*

Lisa is sixteen years old and attends in Class B. She had a terrible experience of

learning English. She explained why.

> *I don't like speak English in foreign teacher's class. Because when I was six years old, my foreign teacher made me to speak English only. Thus, I felt uneasy, nervous, and shy during English class. But, now, I become better because my previous English teacher "Miss Wang" helped me a lot and I hope I can improve my speaking ability during this semester. (Lisa, December 31, 2010).*

David, a seventeen-year-old boy of Class C, is fond of sports particularly in the Major League Baseball (MLB) and National Basketball Association (NBA), so he tries to learn English hard. But, it seems that he has insufficient confidence. He revealed the following information.

> *Although I'd talk about sports with him, I don't know how to express, only some easy words. I try my best to speak English because I very like basketball and baseball. I want to know his ideas. (David, January, 23, 2011).*

Annie, a sixteen-year-old girl of Class C, relishes English; hence, she speaks English extremely fluently. She makes a brief about her experience of learning English.

> *During my free time, I always listen to pop music, watching the HBO at home. For example, I'm a crazy fan of "Adele", so I spend several hours mimicking her pronunciation and intonation while she sings. Also, I like to watch CSI (Crime Scene Investigation) because of its plot, cast, and main characters. It's the best crime drama television series, so I discuss the plot during speaking classes. (Annie, January 30, 2011).*

After the interviews, table 8 presents the summary of the six Taiwanese senior high school students' demographic information.

Table 8

Demographic information of the participants (students)

Name	Age	Gender	Learning Experience	Class
Mark	15	M	Learned English diligently at the age of ten	A
			Do not understand the core value of American culture	
Fan	16	F	Moved to Vancouver at the age of four	A
			Came back Taiwan at the age of ten	
Mike	16	M	Watched numerous *Disney Cartoons*	B
			Read extra reading materials like *Time for kids*	
Lisa	16	F	A foreign teacher made her speak English only	B
			Felt uncomfortable and shy	
David	17	M	Wanted to chat with his foreign teacher	C
			Had no confidence	
Annie	16	F	Learned English through mimicking the pronunciation	C
			& intonation from pop music and movie	

Native English-Speaking Teachers' Attitudes towards Teaching English in Taiwan

The three native English-speaking teachers all expressed the positive attitudes while they were asked about teaching English in Taiwan. They stressed that it was a wonderful experience of teaching English in Taiwan because Taiwan is a very unique and amicable country which attracts them tremendously. The three native English-speaking teachers share their background and academic history respectively.

To start with, Alex revealed the following information:

Not majoring in language or English teaching (majoring in Business Administration), I'm fond of telling my personal academic experience on campus and working experience while living in the US. Before coming to Taiwan, I didn't have any experience of teaching English, but I'd like to share the things to my students while teaching in Taiwan. (Alex, November 8, 2010).

Next, the only female teacher, Becky, has totally different thoughts,

emphasizing her attitudes towards teaching English in Taiwan. She explained why she decided to become an English teacher.

> *I hail from the UK. I like English because it's my mother tongue and I obtained a master degree in Linguistics. I'm interested in teaching English because I can share the British culture and customs with my students in Taiwan. In addition, I relish the Asian cultures (including Taiwanese & Japanese) in particularly. With the motivation, I will be active in helping my students in speaking classes. (Becky, December 6, 2010).*

Thirdly, compared with Becky, Chris has a different background. He described his life in the US and Taiwan.

> *I was born in Los Angeles and raised in New York. I got my master degree in computer science. I was a computer engineer in Silicon Valley. I was fired due to the dot-com bubble the global economy crisis. But, I was lucky because I knew some of colleagues from Taiwan. They told me I could teach English in Taiwan. I came to Taiwan in 2009 and then started my teaching career. Although I am quite fresh to my work, I will try my best to teach. (Chris, January 10, 2011).*

After the interviews, table 9 presents the summary of the three native English-speaking teachers' demographic information.

Table 9

Demographic information of the participants (teachers)

Name / Major (s)	Gender	Nationality	Teaching Experience	Age	Class Taught
Alex / Business Administration (Master)	M	United States	4 years in Taiwan	28	Class A
Becky / Linguistics (Master)	F	United Kingdom	2 years in Taiwan & 4 years in Japan	32	Class B
Chris / Computer Science (Master)	M	United States	2 years in Taiwan	26	Class C

Textbooks Contents in Speaking Class

Recently, there is a great body of research showing that linguistic competence alone does not ensure successful communication (Kramsch, 1993). In addition,

Halliday and Hasan (1985) stress that as long as the information, emotions, or ideas are exchanged, the complete range of contextual and cultural factors influences tremendously on the interpretation of the meanings while communicating. Hence, textbooks in speaking class play a critical role.

Here are two parts of the interviews. The first part is about the three native English-speaking teachers, and the second part is about six Taiwanese senior high school students.

In the first section, the three English-speaking teachers employed the designate textbook " *Get Real 2*" published by Macmillan Education in 2007 in the first semester of 2010, and they employed the other designate book *"Just Listening & Speaking Pre-Intermediate"* American Edition published by Marshall Cavendish Education in 2007 in the second semester of 2010.

In speaking classes, the three native English-speaking teachers described the topics of the contents according to the textbooks. For example, in the designate textbook "*Get Real 2,*" lesson 1B discusses the festivals around the world, and lesson 10 A addresses customs, taboos, and rules in different countries.

Here are the explanations of the themes. Initially, Alex told the interesting event while interviewed.

> *Well, I'm the best person to answer the question because my father is Irish American. You can tell from my last name. A lot of people understand Christmas, Halloween, and Thanksgiving, but they may never hear "St. Patrick's Day." It's celebrated by the Irish in big cities and small towns alike with parades, or wearing of the green. Some communities even go so far as to dye rivers or streams green. St Patrick's Day is for thinking about our Saint as well as a time to think of loved ones across the water. It's celebrated on March 17th because St. Patrick died. It's a religious holiday as well, many Irish attend mass, where March 17th is the traditional day for offering prayers for missionaries worldwide before the serious celebrating begins. (Alex, August 15, 2011).*

Next, Becky, the only native English-speaking teacher from the UK, illustrated

the pictures in the textbook vividly because she is adept in Asian cultures especially in Japanese culture and Taiwanese culture.

> *I have taught English for 4 years in Osaka; thus, I understand Japanese Festival very much. For example, my Japanese friend, Miss Fukuda, and I always visited the Gion Matsuri Festival in Kyoto. I saw the traditional Japanese clothes and parades on the street. Also, I do appreciate Japanese tea ceremony because it is full "Wa, Kei, Sei, and Jaku" which stand for harmony, respect, purity, and tranquility. Apart from the Japanese festivals, of course, my culture is also important. Everyone knows Christmas, but he or she (I guess) doesn't know the "Boxing Day." It' an important holiday after Christmas. Boxing Day means the families give money or presents to their house helpers. The families put them in boxes. That is the reason why we call the holiday "Boxing Day." Some house helpers work hard at the Christmas party, so they're day off on the day. (Becky, August 22, 2011).*

Finally, thanks to the working experience with Taiwanese colleagues, Chris told his students the Chinese festivals in his speaking class. He said…

> *While being a computer engineer in Silicon Valley, my Taiwanese colleagues told some interesting festivals in Taiwan like the Lantern Festival and the Chinese New Year. That was the first I knew the eastern culture. By the way, it's cool Taiwanese people like using firecrackers during the festivals. They like red color because it stands for good luck. (Chris, August 29, 2011).*

In the second section, the following excerpt from interviews displays what were the thoughts of the six Taiwanese senior high school students. Mark illustrated:

> *The two textbooks are different. For me, in the last semester, the contents are suitable for me. It's more easy and I can understand the different cultures when my teacher introduce it. But, in the second semester, I don't understand because the topic is hard. (Mark, August 19, 2011).*

Fan stressed that she has ever lived in Canada, but she still explained:

> *The first textbook is better because it's funnier and I have some experience as the book mentioned when I was in Canada. By the way, the pronunciation of the second textbook is a little different from my learning in Canada. (Fan, August 19, 2011).*

Mike, learning English young, had a strong feeling. He noted:

> *Both of the textbooks are quite good because I learn a lot of them. For example, although I*

have read books, I still do not understand some cultures like the British "Boxing Day" and Japanese "Gion Matsuri" Festival in Kyoto. With the explanations of my teacher, I get more knowledge. (Mike, August 19, 2011).

The following excerpt from Lisa's interviews displays what she thought:

I like "Get Real 2" better because it teaches me easy sentences. And I can understand the short conversation. But, the second one is hard for me because its content is very chouxiang (abstract) I don't know how to answer. (Lisa, August 26, 2011).

When asked about the textbooks, David commented:

I think the second textbook is harder for me because I don't know what they are talking about although there are color pictures. I like the first textbook because it has easy grammar. (David, August 26, 2011).

In expressing her views on the textbooks, Annie noted the following:

The two textbooks are unique. The first discusses different festivals, foods, and eating habits, dress, and fashion, housing, transportation, education, entertainment, and so one. But, the second is more complicated. For example, I don't understand what extreme ironing is and what the joke "May Day" is until my teacher uses the "Youtube" film. (Annie, August 26, 2011).

Supplementary Materials

In addition to the textbooks, the three native English-speaking teachers also utilized supplementary material like "*Youtube*", and videos. The following excerpt from interviews displays why they employed the extra teaching materials. Alex said:

Well…I think "Videos" is a great tool to help both teachers and students in class. For example, I played one of my favorite programs "Friends", discussing the plots with my students. I even asked my students to watch them on the Net during weekends. The themes are funny and they understood a part of American culture like dating, privacy, and sports. They're good helpers while teaching. (Alex, August 15, 2011).

The interviewee differed in her responses to the supplementary material. She highlighted:

Talking about the supplementary material, I used the Net in class. The topic of the content is

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talking about festivals, and I showed my students the relative films on "Youtube." I used to live
in Japan for 4 years, so I played the Japanese tea ceremony, and I asked them what is different
between the Japanese tea ceremony and Taiwanese tea ceremony? With the films, students ccan
watch them repeatedly and understand exotic cultures easily. (Becky, August 22, 2011).

The teacher with background of computer science in Silicon Valley also
expressed his thoughts:

I used "Youtube" to introduce the abstract topic "extreme ironing." Many students didn't
understand what it was, so "Youtube" became an excellent assistant for me to solve the
problem. (Chris, August 29, 2011).

Teaching Approach

Upton (1989) proposes that different teaching styles or approaches have
become the largest cultural differences; in addition, he mentions that native
English-speaking teachers often employ relaxing and informal teaching methods
while teaching.

While numerous linguists have discussed Communicative Language Teaching
(CLT), few propose the definition of CLT. In CLT, language teaching focuses on a
view of language as communication, which means that language is seen as a social
tool as speakers use to make meaning; hence, speakers communicate about something
to someone for some purpose, like speaking or writing (Berns, 1990).

In addition, Berns (1990) stresses that CLT helps educators to think the function
of language because the exchange of meanings is linked to social and cultural values.
On account of different cultural backgrounds, people may reveal thoughts in
particular methods while communicating in English. Eventually, the purpose of
communication in English is to exchange understandings of different thoughts,
attitudes, and cultures.

The following excerpts are from the interviews, including two parts. The first

section is about students' interviews. Here are Mark's thoughts.

Er… I don't the way he use. He told us he had no experience of teach English before come to Taiwan. He can't speak Chinese, so sometimes, I don't understand his meaning. (Mark, February 21, 2011).

The following excerpt from Fan's interviews displays what she expressed:

His teaching style is quite the same as my previous teacher while I staying in Canada. He uses his life experience as the example. After coming back Taiwan, I can't adapt Taiwanese teachers teaching methods because they always focus on complicated grammar and sentence patterns instead of difficult cultures. (Fan, March 7, 2011).

Mike, a student with an advanced level of Class B, illustrated:

Oh, I think she's very professional because she gets strong academic knowledge, background, and teaching experience. She always communicates with us and encourages us. She doesn't enforce us on grammar or vocabulary. She asks us to speak out loudly, expressing our ideas in class. If we don't understand what she says, she'll explain the question slowly and clearly. I like her teaching style very much. (Mike, March 30, 2011).

Another student of Class B, Lisa said:

I like Taiwanese teachers' teaching because they explain grammar or words in Chinese if I don't know. I think her fayin (pronunciation) is strange and different Taiwanese teachers. (Lisa, April 27, 2011).

When asked about the teaching approaches, David commented:

His teaching is interesting. But, I don't understand sometimes because he speaks very quickly. I use easy words to tell him my ideas. He gives me xinxin (confidence), and he doesn't ma (scold) me. I like his class. (David, May 20, 2011).

In expressing her views on the textbooks, Annie noted the following:

Actually, I don't think his teaching methods are systematic. But, he's a nice teacher because he doesn't give us pressure or tests. He likes to tell us his working experience in the U.S. By the way, I enjoy sharing my favorite things with him during speaking class. (Annie, June 3, 2011).

The interviewee differed in his responses to the teaching approach. Alex highlighted:

Actually, I don't know the professional term about English teaching approach because my major isn't "TESOL." But, during the teaching process, I try my best to let my students understand the contents of the textbook. For example, I'm the best person to answer the question "St. Patrick's Day" because my father is Irish American. You can tell from my last name. I think even though those who are major in "TESOL" don't understand the history of St. Patrick's Day. I encourage them to speak out. I share my learning and working experiences before coming to Taiwan. (Alex, November 8, 2010).

The following excerpt from interviews displays the teaching method Becky employed.

Well... you are quite professional, finding the right person. In fact, I use the Communicative Language Teaching approach to teach my students because I ever took some courses of linguistics while I was a graduate. I think learning languages means to understand different cultures instead of memorizing vocabulary, grammar, or tests. Like, I'm from Scotland, so I'm fond of telling the stories of the kilt. Also, I taught English in Japan for 4 years, so I understand Japanese culture. During speaking class, my students are active in speaking English, and they don't care about their grammar is correct or not. (Becky, December 6, 2010).

As for the question about the teaching approach, Chris hesitated and said:

Eh...Excuse me, teaching approach? Frankly speaking, I have no idea about the teaching approach. But, I have passion while teaching speaking in Taiwan. Though I meet difficulties in class, I use my previous background to make my students like computer science. Besides, I'm good at sports, so I can tell students the exciting events of the MLB and NBA of my hometown. (Chris, January 10, 2010).

Summary of the Native English-Speaking Teachers' Instructional Contents and Methods

It is reasonable to argue that the teachers' ample linguistic knowledge, including diversified cultures, is extremely cardinal during teaching. This study shows that teacher Alex (Class A) and teacher Chris (Class C) lacked of diversified cultures;

namely, they could not deal with the complicated classroom situations very often. In addition, it is arduous for students to receive the correct information, materials, or contents from their native-speaking English teachers.

Obviously, the findings indicate that the elementary-level students were accustomed to Grammar Translation Method "GTM" because they understood the context, content, and structure easily, while the intermediate-level students prefer the Communicative Language Teaching (CLT). Hence, the three native English-speaking teachers had difficulties and challenges in the implementation of CLT.

TAIWANESE SENIOR HIGH SCHOOL STUDENTS' PERCEPTIONS

In analyzing the data from the interviews, three knowledge categories emerged:

(1) teacher's role,

(2) teacher's competence, and

(3) scarcity of understanding Taiwanese culture.

Teacher's Role

All participants indicated that teacher's role in their speaking classes was a major problem. Interestingly, two of the respondents acknowledged the following information.

Although Lisa is not adept at in speaking English, yet she described her ideas.

I think she should tell us how to communicate with foreigners and give us confidence. In other words, I hope teacher role is a helper to improve my speaking. (Lisa, December 31, 2010).

Annie, who relishes English songs and movies, also expressed her thoughts.

Teachers' role should focus on the real life experience of speaking English. For example, how do I order the meal at the restaurant if I am hungry instead of using the precise the pronunciation, complicated grammar, or advanced sentence pattern? Sometimes, foreign teachers can adjust their contents or schedule to meet students' needs. I'm glad my teacher

isn't the type. (Annie, January 30, 2011).

Teacher's Competence

Medgyes (1994) stresses that an appropriate native English-speaking teacher must maintain a high degree of proficiency in the learner' mother language. In addition, Rampton (1990) suggests that a native English speaker possesses the multi-cultural knowledge, professional teaching skills, and abundant teaching experiences. Two of the participants revealed the significance of teacher's competence. Mike, learning English young, had a strong feeling. He noted…

> *Most of the native English-speaking teachers are very kind and diligent. (I guess), some of them do not how to teach English. Except the oral skills, they didn't know their history or culture. Don't mention the linguistic profession. I am lucky enough to have a great native English-speaking teacher from the UK. She has complete academic profession and different teaching experiences in different countries. She always asks us to speak more in class even when I have grammar questions, she is glad to tell us after school. (Mike, December 17, 2011).*

While Lisa is shy and lack of confidence in class, she is willing to comment. She said…

> *I had a bad experience when I was a kid. I didn't know how to answer my foreign teacher's questions, so I spoke Chinese. He was angry and said no Chinese to me. I think he should have professional ability to teach me slowly. As for this foreign teacher, I think she is nice. She tells us her life experience in Japan and teaches us hard. But, sometimes, because of her strong accent, I don't know what is she talking about. (Lisa, December 31, 2010).*

Scarcity of Understanding Taiwanese Culture

All participants totally agree that the individualistic culture of native English-speaking teachers has difficulty balancing into in Taiwanese culture. Moreover, they mention that if native English-speaking teachers do not understand Mandarin or Taiwanese culture, communicating in class can be a handicap for the low-level students. Three of the participants explain their reasons. Mark said…

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If he speaks a little Mandarin or know Taiwanese culture, I can understand what he wants to say in class. For example, Unit 1B is about firecrackers during the festivals. (Mark, November 12, 2010).

Mike also illustrated his concepts. He described…

She understands Taiwanese culture, but hardly speaks Mandarin. I notice that some of my classmates don't understand what she means. For example, when we talk about Christmas, we know it. But when she introduces the "Boxing Day", no one knows it. Most students think it's a special day for sports "Boxing." Then, she explains it's an important holiday after Christmas. Boxing Day means the families give money or presents to their house helpers. The families put them in boxes. She says it's like Chinese New Year. Parents give children red envelopes. But, we still don't understand. I think if she can speak easy Mandarin, I can understand the holiday. (Mike, December 17, 2010).

Furthermore, Annie expressed her notion. She said:

He doesn't understand Taiwanese culture very much even though he ever worked with Taiwanese colleagues in the U.S. For example, Taiwanese stress importance strongly to the environment souring a message. We may not state a message very directly. The meaning of the message is implied, not expressed. In different situations, a given statement could have very different meanings. If he gets Taiwanese culture, it helps him teach. (Annie, January 30, 2011).

Summary of Taiwanese Senior High School Students' Expectations

The findings of the study show that the intermediate-level students described their teachers as amicable, helpful, and encouraging, and that they liked their study very much because their teachers had profound knowledge and utilized information, while those who are elementary-level thought their teachers' competence and performances did not match their students' expectations. Furthermore, they felt disappointed because there was a dearth of information on "Taiwanese Cultures."

DIFFICULTIES OF TAIWANESE SENIOR HIGH SCHOOL STUDENTS

Initially, the major problems that the interview respondents (the six Taiwanese senior high school students) reported in speaking classes included:

(1) low English speaking abilities,

(2) scarcity of understanding cultures, and

(3) speaking anxiety.

Next, the major problems that the interview respondents (the three native English-speaking teachers) reported in speaking classes included:

(1) students with different levels of speaking competence in English,

(2) large class,

(3) insufficient teaching hours, and

(4) school's expectations of passing the intermediate level of the GEPT.

Low English Speaking Abilities

The interview respondents stressed that they have a very limited knowledge of English. They think that they cannot form an appropriate sentence, and so their teachers and classmates misunderstand. Lisa said:

> *Although my guozhong jice (the basic competence test of junior high school students) was good, my listening and fayin (pronunciation) are poor. Sometimes, my teacher she speaks fast and her kuoyin (accent) is strange, so I don't understand her meanings. I can't answer her questions. (Lisa, December 31, 2010).*

David, who is a hard student, commented that he wants to talk about his favorite sports with his classmates and teacher. But, low deficiency of English limits his speaking.

> *I want to talk about the NBA and MLB, but I don't know how to express because I don't know the words like liangci yunqiu (double dribble), dangren qieru (pick and roll), and qu qiu (curve)". So, my classmates help me to tell him. (David, January, 23, 2011).*

Also, classroom observation indicated that Taiwanese senior high school students' English speaking competence does not equal to the entrance test of senior high school. The researcher illustrated his concepts. He described:

Almost everyone got full scores when they had the entrance test of senior high school. They read many articles, and know vocabulary and grammar, but they do not know how to pronounce or use them. It is very pity that they can not communicate with their teacher. I think they depend on too much grammatical translation when they learn English. (Alex, Classroom observation, November 1, 2010).

Scarcity of Understanding Cultures

Smith (1976) suggests that English has become an international language and supports the inclusion of a cultural component in the teaching of English. To have a cultural component in language teaching can build up international understanding, sharpen an understanding of one's own culture, and furnish learners with strong motivation (Adaskou, Britten, and Fahsi 1990). Additionally, Prodromou (1992) advocates the significance of including cultural content in language teaching materials.

Two interviewees totally agree that cultures play critical roles during the speaking classes. Mike stressed that:

Having read many novels and books, I still misunderstand some cultures. For example, when she's introducing the British "Boxing Day," I think it's a holiday about sports, but it is not. And like the Japanese "Gion Matsuri" Festival in Kyoto, I've no idea about the festival. Luckily, she explains, so I understand. (Mike, March 30, 2011).

Annie, another interviewee, also mentioned that:

Cultural contents of the textbooks are important. One thing that I still remember is nobody understands what my teacher is talking about even the advanced-level student. It' is more complicated. Like, I don't understand what extreme ironing is and what the joke "May Day" is until he uses the "Youtube" film to explain. (Annie, June 3, 2011).

Additionally, classroom observation indicated that Taiwanese senior high school students are lack for understanding cultures. English learning or teaching should not merely focus on grammar, vocabulary, or skills. The teacher must have

abundant knowledge of culture, integrating culture into classes. Hence, students not only speak English but understand different traditions and customs in the world because English has become a global language. Through this approach, students can realize multi-cultures and express their own cultures to the world. The researcher illustrated his concepts and that the results of the classroom observations were:

> *During speaking class, I notice both students and the teacher misunderstand even though they know the phrase or words. For example, when they are talking about the Taiwanese and American marriage customs, they don't understand the term "bride price" spoken by a male student. They just feel strange why he talks about "bride price." In fact, the term describes the dowry a man pays to a woman when getting married. (Chris, Classroom observation, December 22, 2010).*

> *Students understand Christmas, Halloween, and Thanksgiving, but they may never hear "St. Patrick's Day." So, after the teacher tells the story, they realize that it's celebrated by the Irish in big cities and small towns alike with parades, or wearing of the green. (Alex, Classroom observation, November 1, 2010).*

> *Apart from the American and British festivals, the female teacher introduces Japanese culture like the "Gion Matsuri" festival in Kyoto. No one understands because it's too hard to realize. (Becky, Classroom observation, December 1, 2010).*

Speaking Anxiety

Numerous experts suggest that speaking anxiety is common between both students and the general population. Krannich (2004) mentions that the fear of delivering a speech or a presentation ranks as the number one fear among students as well as adults from diverse backgrounds.

In expressing her views on the major problem at school, Lisa noted the following:

> *I don't like speak English. Because when I was six years old, my foreign teacher in the youzhiyuan (kindergarten) made me speak English only. I felt nervous, and shy during English class, so sometimes, I don't speak in class. (Lisa, April 27, 2011).*

Summary of Difficulties of Taiwanese Senior High School Students

Students' low English speaking abilities were regarded as a critical challenge in the literature. Hiep (2007) advocates that students have strong grammar background, they are able to develop their spoken English for communicative purposes.

Also, scarcity of understanding cultures is a factor that students faced in the study. Smith (1976) suggests that English has become an international language and supports the inclusion of a cultural component in the teaching of English. To have a cultural component in language teaching can build up international understanding, sharpen an understanding of one's own culture, and furnish learners with strong motivation (Adaskou, Britten, and Fahsi 1990). Additionally, Prodromou (1992) advocates the significance of including cultural content in language teaching materials.

Lastly, speaking anxiety emerged when students faced native English-speaking teachers. Numerous experts suggest that speaking anxiety is common between both students and the general population. Krannich (2004) mentions that the fear of delivering a speech or a presentation ranks as the number one fear among students as well as adults from diverse backgrounds.

Students with Different Levels of Speaking Competence in English (Teachers' view)

Three participants stressed that if students have different levels of speaking competence in English, it becomes more difficult for them to teach speaking efficiently. Also, they mentioned that different backgrounds influence their learning tremendously. As three native English-speaking teachers described:

> *I can't believe in my class three girls' competences of speaking English are fluent. As for other students, they know vocabulary and grammar but they don't know how to pronounce.*

Besides, they feel embarrassed when making mistakes during speaking to their classmates or me. Sometimes, the atmosphere becomes quiet. (Alex, November 8, 2010).

Despite the fact that Becky has abundant teaching experiences and skills, she couldn't stop complaining:

Ridiculous! Several students told me they have learned English since preschool, and they ever lived in the US or Canada for 2~3 years. That's why their pronunciation and accent are great. But, other students have poor speaking competence because this is their first time to meet me. Although I had some teaching experiences in Japan, I never meet this situation. I try to mix the advanced and fundamental levels together (some students ask me), but you know, just like chaos, so I decide to make every student express their feeling to the issues without any partner. (Becky, December 6, 2010).

Chris ever worked with Taiwanese colleagues in Silicon Valley before teaching English in Taiwan. He said:

In my class about one-third students learned English during the kindergarten period. But, it seems that their speaking ability isn't equal to their learning experience. They even can't introduce themselves well. By the way, they don't have any confidence while speaking English. Only few students answer my questions or the themes. (Chris, January 10, 2011).

Large Class

The three teachers confessed that large classes made it difficult for them to teach effectively. Owing to 40~42 students in a class, it was a Herculean task to ask individual to pay attention to each classmate. Furthermore, they complained much about the classroom management problems that were resulted from over-crowded classrooms. For example, one interviewee remarked:

I've never taught speaking in such a large class. It's tough because classroom management becomes a challenge for me. Sometimes, my class is full of chaos. One thing I can't get it why they're also chatting and sniggering while I'm talking about the contents of the textbooks. If I ask them to express their ideas, they become quiet. I think if the class is made of 15~20 students, it's easier for me to communicate with them. (Alex, March 21, 2011).

The only female respondent indicated that having high numbers of students in her classes was a major problem.

I can't believe there are 42 students in my class. Frankly speaking, it's hard for me to teach and control them well. I think the school should divide them into two classes depending on their levels. During my class, students with good speaking abilities like to talk about their ideas or thoughts while those who are lack of speaking abilities always keep their mouths shut. It's really a pity! (Becky, April 11, 2011).

In addition, the following comment can help enlighten us on this.

Although I didn't have any teaching experience, I understand students can't practice speaking a lot in this large class because time is limited. Some students without confidence aren't willing to speak out because of their classmates' laughs. Everyone is individual, so they shouldn't be arranged in the same level. (Chris, May 9, 2011).

Insufficient Teaching Hours

All the teachers, when asked for their opinions about the insufficient teaching ours, expressed their disapproval for the schedules. As one participant complained:

It's impossible for all students to practice speaking English during 50 minutes. The school should think twice. (Alex, March 21, 2011).

Becky, with abundant teaching experiences from the U.K, indicated that:

It was a Herculean task to teach students efficiently during a 50-minute class per week. No matter what levels they have, they don't have enough time to share the topic or theme each other. (Becky, April 11, 2011).

In expressing his views on the major problem at school, Chris noted the following:

The school must add at least one class, or it can't show its features. (Chris, May 9, 2011).

School's Expectations of Passing the Intermediate Level of the GEPT

When asked about the school's expectations of passing the intermediate level of the GEPT, three teachers agreed but it seemed that it was difficult to reach the school's expectation. Alex explained:

> *I'm going crazy because it's mission impossible. If the school changed the policy, I think they might pass the test. (Alex, March 21, 2011).*

In expressing her views on the School's expectations of passing the intermediate level of the GEPT, Becky noted the following:

> *Despite the fact that I agree to have a certificate gives students more encouragement and confidence, for students, it is a great challenge. Because without complete speaking practice, it's hard to pass the intermediate level of the GEPT, isn't? (Becky, April 11, 2011).*

Chris also illustrated his concepts. He described…

> *For students, it seemed that they focus on the entrance tests of the college. From their speaking drills, I can tell they have low motivation during this class. I feel frustrated. (Chris, May 9, 2011).*

Summary of Difficulties of Three Native English-speaking Teachers

Large classes and insufficient teaching hours are major difficulty discussed in this study. Some experts, Burnaby and Sun (1989), highlighted that if teachers want to teach English effectively, small classes and sufficient teaching hours are keys.

The three native English-speaking teachers all expressed that a large class (40~42 students) with limited class time (50 minutes) hinders them from their attempts to teach English effectively.

Additionally, they mentioned that students with different levels of English proficiency place a heavy burden on them, restraining them from effective teaching. Consequently, it is an arduous task to pass the intermediate level of the GEPT.

LEARNING ADJUSTMENT OF TAIWANESE SENIOR HIGH SCHOOL STUDENTS

After talking about difficulties, all participants stresses that it was extremely cardinal for them to adjust their learning strategies and teaching approaches in order that they could adapt to the classroom environment. The first section is about the six senior high school students' learning strategies and the interview respondents reported in speaking classes included:

(1) preview and record,

(2) ask parents,

(3) take notes,

(4) change seats, and

(5) ask the lesson plan.

The second section concentrates on the three native English-speaking teachers' teaching approaches. The results emerged:

(1) discuss with the Taiwanese English teacher, learn Chinese, and understand local culture,

(2) write autobiography, and

(3) prepare more useful teaching materials.

Preview and Record

As asked about how to adjust his learning strategies, Mark hesitated, then saying:

Preview is important and I must be active in speaking and try to understand my teacher's lecture. If I don't know what is he talking about, I'll ask him say that again. Also, I'll use my cell phone to record the conversation. (Mark, February 27, 2011).

The other participant of Class A made the following comments:

I used to live in Canada for several years, so I can adapt his teaching style even though he doesn't have any professional teaching approaches. Frankly speaking, Canada is influenced by USA deeply, and Canadians' culture is quite the same as Americans', so I won't change my learning strategies. I just speak what I want in class. (Fan, March 7, 2011).

Ask Parents

The interviewees differed in their responses to the question regarding adjusting their learning strategies. Mike expressed:

I'll ask my mother if I don't get it before the class because she's an English teacher, too. Although I have read many novels and books, sometimes, I still can't answer my foreign teacher's questions precisely because of her strong Scottish accent. But, I'll try my best because she has abundant knowledge of different cultures. (Mike, March 30, 2011).

Note Down

Lisa felt hard when asked about how to adjust her learning strategies. She stressed:

I had a bad learning experience when I was a kid, so I was afraid of speak English especially in foreign teacher's class. Taiwan's teacher is better like Miss Wang because she explain in Chinese. For me, it's hard to adjust my learning strategies because my fayin (pronunciation) is not good and I feel shy and diulian (embarrassed) when I don't understand foreign teacher's accent. But, I'll take notes if I don't understand. (Lisa, April 27, 2011).

Change Seats

David, in expressing his views of adjusting his learning strategies, highlighted an interesting point. He described:

I'll change my seat and sit with better level classmates. After school, I'll listen to the conversation again and again so that I can talk in class. (David, May 20, 2011).

Ask the Lesson Plan

Nevertheless, Annie reported that she would ask her foreign teacher what he is going to teach next time. She commented:

The only learning strategy that I'll change is I ask my teacher's lesson plan and I can prepare what I'm going to discuss next time because I've never faced a foreign teacher speaking fast like him and can't get the meaning from the context of the textbook like "extreme ironing" and "May Day." (Annie, June 3, 2010).

Summary of Taiwanese Senior High School Students' Learning Adjustment

All participants stated that it was very significant for them to adjust their learning strategies so that they could adapt to the classroom environment.

The indigenous student, Mark (class A) mentioned that he would preview and record. The male student, Mike (class B) would ask his parents because one of them is an English teacher, too, while the female student, Lisa (class B) decided to take notes during class. As for David (class C), he would like to change his seats and sit with better level classmates. The last student Annie (class C) would ask her teacher's lesson plan in advance.

NATIVE ENGLISH-SPEAKING TEACHERS' ADJUSTMENT OF TEACHING

As for the three native English–speaking teachers, they also explained their feelings about the speaking class. Alex felt that he had to develop extra materials and design his own activities in order to communicate in his classroom. Alex said:

> *First, I'll try to discuss the contents with Taiwanese English teachers in advance because they may know what Taiwanese students don't get it. Second, I think I'll start to learn a little Chinese. If I can speak easy Chinese, students can understand what I mean if the topics or issues are more difficult. Third, I must understand the local cultures or students' needs. If I know more, communication will become easier. (Alex, March 21, 2011).*

Write Autobiography

The only native English-speaking teacher from Scotland, Becky, stressed that teaching English in Taiwan is interesting. She pointed out:

> *Individual is unique, having different backgrounds. I must to ask them to write down their autobiography in the first class so that I can alter my teaching method depend on their learning experiences. I understand some Taiwan's culture, but still insufficient, hoping get something or share from my students. (Becky, April 11, 2011).*

Prepare More Useful Teaching Materials

Compared with Alex and Becky, it seemed that Chris had different thoughts. He described:

> *I'll ask my students to tell me what they want to talk about before the end of the speaking class, and I can prepare for something interesting or more useful instead of the boring issues or topics. By the way, I'll speak slowly when teaching. (Chris, May 5, 2011).*

Summary of Adjustment of Native English-speaking Teachers' Teaching Approaches

All participants agreed that in order to make students understand what they teach in class, they would adjust their teaching approaches. Initially, they mentioned that he would like to discuss with Taiwanese English teachers, learn Chinese, and understand local culture. Next, the only teacher from the UK would ask her students write down their autobiography in the first class. Additionally, they would prepare more useful teaching materials. Based on the interviews above, tables of summary are listed as follows:

Table 10

Summary of the Interview with Taiwanese Senior High School Students (Class A)

No.	Items	Mark	Fan
1.	Students' learning attitudes are active in class.	∨	∨
2.	The 1st textbook is proper for students.	∨	∨
3.	The 2nd textbook is proper for students.		∨
4.	Students like their NEST's teaching style.		∨
5.	Students expect of their NSET's (scarcity of understanding Taiwanese culture).	∨	
6.	Students adjust learning strategies (preview & record).	∨	

Table 11

Summary of the Interview with Taiwanese Senior High School Students (Class B)

No.	Items	Mike	Lisa
1.	Students' learning attitudes are optimistic in class.	∨	
2.	The 1st textbook is proper for students.	∨	∨
3.	The 2nd textbook is proper for students.		
4.	Students like their NEST's teaching style.	∨	
5.	Students expect of NEST's (teacher's role		∨
6.	Students expect of NEST's (teacher's competence).	∨	∨
7.	Students expect of NEST's (scarcity of understanding Taiwanese culture).	∨	
8.	Students' English speaking abilities are low.		∨
9.	Students lack for understanding culture.	∨	
10.	Students have anxiety of speaking English		∨
11.	Students adjust learning strategies (ask parents).	∨	
12.	Students adjust learning strategies (take notes).		∨

Table 12

Summary of the Interview with Taiwanese Senior High School Students (Class C)

No.	Items	David	Annie
1.	Students' learning attitudes are active in class.	∨	∨
2.	The 1st textbook is proper for students.	∨	∨
3.	The 2nd textbook is proper for students.		
4.	Students like their foreign teacher's teaching style (systematic).		
5.	Students expect of NEST's (teacher's role).		∨
6.	Students expect of NEST's (scarcity of understanding Taiwanese culture).		∨
7.	Students' English speaking abilities are low.	∨	
8.	Students lack for understanding culture.		∨
9.	Students adjust learning strategies (change seats).	∨	
10.	Students adjust learning strategies (ask the lesson plan).		∨

Table 13

Summary of the Interview with three Native English Speaking Teachers

No.	Items	Alex	Becky	Chris
1.	Teachers' teaching attitudes are active.	∨	∨	∨
2.	Teachers understand contents of textbooks (cultures) well.		∨	
3.	Teachers use supplementary materials (*Youtube*).	∨	∨	∨
4.	Teachers use CLT (Communicative Language Teaching) approach.	∨		
5.	Teachers encounter difficulties (students with different levels of speaking competence).	∨	∨	∨
6.	Teachers encounter difficulties (large class).	∨	∨	∨
7.	Teachers encounter difficulties (insufficient teaching hours).	∨	∨	∨
8.	Teachers encounter difficulties (school's expectation of passing the intermediate level of the GEPT).	∨	∨	∨
9.	Teachers adjust their teaching approach (discussing with Taiwanese teachers, learning Chinese, and understanding local culture).	∨		
10.	Teachers adjust their teaching approach (asking students to write autobiography).		∨	
11.	Teachers adjust their teaching approach (preparing more useful teaching materials).			∨

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter is composed of five sections, including discussions about research findings, conclusion, instructional implications, limitations of the study and suggestions for future studies. The first section addresses discussions of research findings. Next, the conclusion of this study will be offered. Then, the pedagogical implications and the limitations of the study are dealt with. Lastly, suggestions for future research are presented.

NATIVE ENGLISH-SPEAKING TEACHERS' INSTRCTIONAL CONTENTS AND METHODS

Kramsch (1993) stresses that with a view to using the language in real-life situations, it is significant that students must understand the connection between language, context, and culture. A great body of research highlights that linguistic competence alone does not ensure successful communication (Kramsch, 1993).

Moreover, Halliday and Hasan (1985) stress that as long as the information, emotions, or ideas are exchanged, the complete range of contextual and cultural factors influences tremendously on the interpretation of the meanings while communicating.

In the first semester of 2010, the three native English-speaking teachers described the topics of the contents according to the textbooks. For example, in the designate textbook "*Get Real 2,*" lesson 1B discusses the festivals around the world, and lesson 10 A addresses customs, taboos, and rules in different countries.

First of all, the designate textbook "*Get Real 2*" published by Macmillan Education in 2007 in the first semester of 2010 discusses the common items

associated with festivals. Teacher Alex (Class A) explained the "*St. Patrick's Day*" very well because his father is Irish American. "*St. Patrick's Day*" is celebrated by the Irish in big cities and small towns alike with parades, or wearing of the green. Some communities even go so far as to dye rivers or streams green.

"*St Patrick's Day*" is for thinking about the Saint as well as a time to think of loved ones across the water. It is celebrated on March 17th because St. Patrick died. It is a religious holiday as well, many Irish attend mass, where March 17th is the traditional day for offering prayers for missionaries worldwide before the serious celebrating begins. Although his description was wonderful, students could not understand well. Moreover, he utilized "*Youtube*" to share one of his favorite programs "*Friends.*" Through the program, students could understand American culture like dating, privacy, and sports.

Next, the only female teacher "Becky" (Class B) has abundant linguistic knowledge, understanding Asian cultures and festivals. Despite the fact that she introduced the "*Gion Matsuri Festival*" in Kyoto, students barely knew what she mentioned. Hence, when she illustrated the contents vividly by "*Youtube*" especially in introducing Asian cultures, students understood.

In addition, she does appreciate Japanese tea ceremony because it is full "*Wa, Kei, Sei, and Jaku*" which stand for "harmony", "respect", "purity", and "tranquility." However, students could not understand because it is very abstract.

Thirdly, she stressed the culture of her country. Most people know Christmas, but they do not know what the "*Boxing Day*" is. It is an important holiday after Christmas. The "*Boxing Day*" means the families give money or presents to their house helpers. The families put them in boxes. That is the reason that the British call the holiday "*Boxing Day*." Some house helpers work hard at the Christmas party, so

they are day off on the day.

Last but not least, the previous computer engineer "Chris" (Class C) in Silicon Valley, told some Taiwanese festivals, but it seemed that students did not understand what he was talking about even though he stressed he has ever worked with his Taiwanese colleagues.

In the second year of 2010, the designate book was *"Just Listening & Speaking Pre-Intermediate"* American Edition published by Marshall Cavendish Education. This designated book is more difficult than "*Get Real 2*" because the topics focus on abstract jokes (Unit 2) and "extreme ironing" (Unit 7).

For example, students mistook "*May Day*" for the Taiwanese popular band because teacher Alex (Class A) was hardly able to explain the correct meaning. The correct meaning of "*May Day*" is a term for pilots of aircrafts when the engine catches fire. Besides, teacher Chris (Class C) faced the similar task because he did not understand the issue "*extreme ironing*" that the textbook discusses. Thus, he could not solve students' problem, either.

Upton (1989) proposes that different teaching styles or approaches have become the largest cultural differences; in addition, he mentions that native English-speaking teachers often employ relaxing and informal teaching methods while teaching.

While numerous linguists have discussed Communicative Language Teaching (CLT), few propose the definition of CLT. In CLT, language teaching focuses on a view of language as communication, which means that language is seen as a social tool as speakers use to make meaning; hence, speakers communicate about something to someone for some purpose, like speaking or writing (Berns, 1990). In addition, Berns (1990) stresses that CLT helps educators to think the function of language

because the exchange of meanings is linked to social and cultural values. On account of different cultural backgrounds, people may reveal thoughts in particular methods while communicating in English. Eventually, the purpose of communication in English is to exchange understandings of different thoughts, attitudes, and cultures.

Celce-Murcia (1991) stresses that Grammar Translation Method (GTM) is a classical method first used in the teaching of the classical languages, Latin and Greek. Its functions including helping students read and appreciating foreign language literature as well as speaking and writing better.

Obviously, the findings indicate that the elementary-level students were accustomed to Grammar Translation Method "GTM" because they understood the context, content, and structure easily, while the intermediate-level students prefer the Communicative Language Teaching (CLT). Hence, the three native English-speaking teachers had difficulties and challenges in the implementation of CLT.

As for the native English-speaking teachers' instructional methods, the six Taiwanese senior high school students agreed that three native English–speaking teachers' teaching style was different from Taiwanese English teachers.

First of all, for example, three native English–speaking teachers did not focus on complicated grammar and sentence patterns. But, Annie (Class C) thought that her foreign teacher was not systematic.

Secondly, the three native English-speaking teachers expressed their teaching approach. Teacher Alex (Class A) stressed that his major was not *"TESOL",* not understanding professional teaching methods. He just followed his own mind, encouraging his students to speak English. Additionally, Teacher Becky (Class B) utilized the "*Communicative Language Teaching*" because she thought that the purpose of communication in English is to exchange understandings of different

thoughts, attitudes, and cultures. Finally, Teacher Chris (Class C) mentioned that he did not understand teaching methods, either. It seemed that he was chatting with his students.

TAIWANESE SENIOR HIGH SCHOOL STUDENTS' PERCEPTIONS OF THEIR NATIVE EBGLISH-SPEAKING TEACHERS

Medgyes (1994) stresses that an appropriate native English-speaking teacher must maintain a high degree of proficiency in the learner' mother language. In addition, Rampton (1990) suggests that a native English speaker possesses the multi-cultural knowledge, professional teaching skills, and abundant teaching experiences.

First and foremost, Lisa (Class B) described the category "*teacher's role,*" thinking that the teacher's role is a helper, while Annie (Class C) stressed that her teacher shared the real life experience instead of using the precise pronunciation, complicated grammar, or advanced sentence patterns. Secondly, while talking about "*teacher's competence,*" Mike (Class B) was satisfied, saying that his teacher has complete academic profession and abundant culture knowledge.

Thirdly, Mark (Class A) said that if his teacher understood "*Taiwanese culture*" more, for example, speaking a little "*Mandarin*", he could know the content Unit 1B about firecrackers during the festivals. Fourthly, Mike (Class B) also mentioned that if she spoke Chinese when the theme or contents were hard too understand. For example, most of Mike's classmates regarded "*Boxing Day*" as a holiday of sports.

Lastly, Annie (Class C) stressed that her teacher did not understand that Taiwanese send a message according to the environment instead of expressing directly.

DIFFICULTIES OF NATIVE ENGLISH-SPEAKING TEACHERS IN SPEAKING CLASSES

First and foremost, all participants agreed that their students speaking competence were very different. For example, Teacher Alex (Class A) said that his students with sufficient vocabulary and grammar they did not how to pronounce, feeling embarrassed when making mistakes.

Secondly, Teacher Becky (Class B) described that some students have ever lived in the U.S or Canada, while others told her it was their first time with a foreign teacher. Thus, it was hard for her to teach with different levels.

Thirdly, Teacher Chris (Class C) mentioned that one-third of his students learned English under age five, but it did not mean they could express themselves.

Fourthly, the three native English teachers expressed that large classes were a barrier for them to ask students practice speaking English. Teacher Alex (Class A) and Teacher Becky (Class B) consider that large classes should be 15~20 students or be divided into two groups.

Furthermore, three participants advocated that only one class during a week was not enough and the school should add at least one class. Finally, despite the fact that the school asked students to pass the intermediate level of the GEPT, it seemed ironic because Teacher Alex (Class A) complained if there were more time to practice, students were willing to participate. Teacher Becky (Class B) also had the same answer. Teacher Chris (Class C) had a different idea because his students had low motivation, always focusing on the entrance tests of the college.

DIFFICULTIES OF TAIWANESE SENIOR HIGH SCHOOL STUDENTS IN SPEAKING CLASSES

The first difficulty that students faced was *low English speaking ability.*" Lisa

(Class B) stressed that her pronunciation was poor and she could not understand Becky's accent (British) although her grades were good in junior high school. In addition, David (Class C) had a very limited knowledge of English. He thought that they could not make an appropriate sentence because of lacking vocabulary.

The second difficulty that students encountered was that "scarcity of understanding cultures." Two of the participants Mike (Class B) and Annie (Class C) agreed that cultures play critical roles in class. For example, even though Mike's English competence was excellent, he still mistook the meaning of "*Boxing Day*" and Japanese "*Gion Matsuri*" Festival in Kyoto. As for Annie, she did not understand what "*Extreme Ironing*" was and what the joke "*May Day*" was until her teacher used the "*Youtube*" film to explain.

The last difficulty that students had was "*Speaking Anxiety*." Lisa (Class B) has ever encountered a terrible experience of learning English because she felt shy, nervous, and stressed. Not understanding her teacher's meaning, she lost her face or felt embarrassed.

ADJUSTMENT OF TAIWANESE SENIOR HIGH SCHOOL STUDENTS' LEARNING STRATEGIES

All participants stated that it was very significant for them to adjust their learning strategies so that they could adapt to the classroom environment.

The indigenous student, Mark (class A) mentioned that he would preview and record. The male student, Mike (class B) would ask his parents because one of them is an English teacher, too, while the female student, Lisa (class B) decided to take notes during class. As for David (class C), he would like to change his seat and sit with better level classmates. The last student Annie (class C) would ask her teacher's lesson plan in advance.

ADJUSTMENT OF NATIVE ENGLISH-SPEAKING TEACHERS' TEACHING APPROACHES

All participants agreed that in order to make students understand what they teach in class, they would adjust their teaching approaches. Initially, they mentioned that he would like to discuss with Taiwanese English teachers, learn Chinese, and understand local culture. Next, the only teacher from the UK would ask her students write down their autobiography in the first class. Additionally, they would prepare more useful teaching materials. According to the discussions above, the tables of summary are listed as follows:

Table 14

Summary of Findings Similar to other Studies'

No.	*Items*
1.	Taiwanese senior high school students predispose native English-speaking teachers to speak a little Chinese.
2.	Taiwanese senior high school students prefer grammatical teaching method.
3.	Taiwanese senior high school students tend to be shy and feel embarrassed when not understanding questions.
4.	Taiwanese senior high school students regard cultures as critical parts when learning English.
5.	Native English-speaking teachers can not gratify Taiwanese senior high school students' expectation.

CONCLUSION

This research studied Taiwanese senior high school students' perceptions towards their three native English-speaking teachers in school. The findings revealed that some Taiwanese senior high students' answers were not affirmative.

To begin with, teachers' teaching contents, teaching methods, and teaching competence did not satisfy students. Next, students described that teachers' scarcity of understanding Taiwanese culture. Furthermore, this study showed three native English-speaking teachers' hardness when dealing with the large-class management, insufficient teaching hours, and different level students in class.

Finally, Wu and Ke (2009) mentioned that language learning and teaching are tied up with instructors and students; hence, they should be suggested to adjust their teaching approaches and learning strategies in different environment. Every individual has weakness, so only by this way can students and teachers benefit from learning and teaching.

IMPLICATION OF THE STUDY

Based on the findings, here are suggestions:

(1) Native English-speaking teachers have to possess solid linguistic knowledge and approaches, understanding different cultures, and so do Taiwanese senior high school students.

(2) Native English–speaking teachers should admit Taiwanese Senior school students' expectations while teaching.

(3) The school should augment speaking classes, diminishing the large class.

(4) Native English-speaking teachers must adjust their teaching methods and Taiwanese senior high school students should alter their learning strategies and attitudes.

LIMITATION OF THE STUDY

Due to limited participants, this study is a small scale. While it has tendered a precise impression of what the authentic situation was in class on campus and participants were conceivably subjective, echoing the segmental reality of the English teaching practice in Taiwan, yet their descriptions could not represent other senior high school students and native English-speaking teachers in Taiwan.

SUGGESTIONS FOR FUTURE RESEARCH

This current study explored three native English-speaking teachers' (two male Americans / one female British) instructional contents, methods, and difficulties, and six Taiwanese Grade Ten students' (three boys / three girls) different perceptions, difficulties, learning strategies, and adjustment in a private senior high school.

Hence, more attention should be paid to research which primarily addresses the special features of English speaking and native English-speaking teachers in EFL situations.

It is obvious there were some relevant questions that could not be replied, and it might become potential serve as research questions for related studies. Some of these questions are listed below as suggestions for further research:

1. What authentic teaching materials are more appropriate for Taiwanese students? By designated textbooks or prepared by native English-speaking teachers in EFL classrooms?

2. What teaching facilities or alternatives do schools furnish with in EFL classrooms in addition to the Internet and E-white boards?

3. What are students' perceptions of "*Grammar Translation Method*" and "*Communicative Language Teaching*" and in EFL classrooms in Taiwan?

4. What difficulties will native English-speaking teachers encounter if the

students are from Asia and the school settings are in Australia, Canada, New Zealand, or South Africa?

5. What difficulties will native English-speaking teachers encounter if the learning environment is bilingual?

6. How do the administrators of the academic affair communicate with native English-speaking teachers regarding teaching hours and contents in EFL classrooms?

7. Except cultures, how do the variables like years of learning experience, learning environment (public or private), or school setting (metropolitan or rustic) influence students' perceptions and practices speaking English in their EFL classrooms in Taiwan?

8. Except their teaching on campus, how do native English-speaking teachers adjust their real life in Taiwan?

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Appendix A

Informed Consent Form

You are invited to participate in this study conducted by Hsien-chung Liao. We hope to understand English as Foreign Language (EFL) Class between teaching practice and cultural difference. You are selected as a possible participant in this study because you conform to my demand.

Your participation in this study is voluntary. You are free to decide not to participate in this study or to withdraw at any time. If you choose to participate, you may withdraw at any time by notifying or me. Upon your request to withdraw, all information pertaining to you will be destroyed. If you choose to participate, all information will be held in strict confidence.

If you are willing to participate in this study, please sign the statement below.

Researcher: Hsien-chung Liao, Graduate Institute of Education of Tung Hai University.

Address: 123, Xitun RD. Sec 3. Taichung, 40765, Taiwan

E-mail: erlerntdeutsch@hotmail.com

Cell phone: 0921-003557

Appendix B

Informed Consent Form (Volunteer Consent Form)

I have read and understand the information on the form and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this informed Consent Form to keep in my possession.

Name: _____

Signature: _____

Date: _____

Phone number or location where you can be reached: _____

_____

Best days and times to reach you: _____

I certify that I have explained to the above individual the nature and purpose, the potential benefits, and possible risks associated with participating in this research study, have answered any questions that have been raised, and have witnessed the above signature.

Date: _____ **Investigator's Signature:** _____

Appendix C

東海大學教育研究所碩士論文訪談同意書

您好:

　　謝謝您百忙中願意受訪。以下是本研究的目的及過程等相關細節，如在詳細閱讀後有任何問題，請您隨時與我聯絡，我很樂意向您報告。

　　本次訪談係作為東海大學教育研究所碩士論文，該碩士論文之指導教授為楊正誠老師，其目的是要瞭解英語外語教室的研究:教學實踐與文化差異。

　　會談中，您可以暢談您個人的想法及感受。訪談長度預估約 20 至 30 分鐘，訪談原則上為兩次。所問及問題如讓您不適，您有權利隨時終止會談或拒絕回答，已答事項如中途或事後認為不妥，可要求予以刪除該部分內容。

　　您所提供的訊息及經驗（含錄音及文字紀錄），會予保密並妥善保管；確保資料隱私將匿名處理。若有任何其它問題，歡迎隨時與我聯絡，並惠賜指導，再次誠摯地感謝您。

本人同意以上之內容，且願意接受訪談與資料提供。

※ 訪談者：東海大學教育研究所碩士研究生廖憲忠

　連絡電話（或手機）: 0921-003557

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※受訪者簽名：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

　　　　　　　　中華民國　　　年　　　月　　　日

Appendix D

Interview Questions (Students)

1. Would you please tell me about your background?

2. What are your attitudes toward learning English?

3. What bothers you the most when you are with native English-speaking teacher in English speaking classes?

4. What are the different teaching approaches between native English-speaking teachers and Taiwanese English teachers?

5. What are your expectations about studying in native English-speaking teachers' classes?

6. Do native English-speaking teachers' teaching approaches influence you?

7. How do you adjust your learning strategies?

8. What suggestions would you give to native English-speaking teachers in Taiwan?

Appendix E

Interview Questions (Teachers)

1. Would you please tell me about your background?

2. What kinds of textbooks do you take and what kinds of teaching approaches do you take?

3. What are the learning attitudes of Taiwan's senior high school students during your classes?

4. What are your expectations about Taiwan's senior high school students' learning?

5. What are the most frequent communication obstacles during your classes?

6. What are the drawbacks and benefits of Taiwan's senior high school students?

7. Which part of English speaking class is the hardest? Why?

8. In what kinds of situations have you most experienced problems related to cultural adjustment?
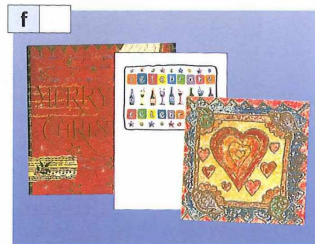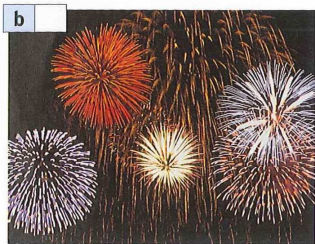
Appendix F

The Content of Speaking Textbook (1ˢᵗ Semester)

1B What do people do at Christmastime?

Word watch   **1** Write the correct number next to each picture.

1 a parade	4 fireworks
2 cards	5 a float
3 presents	6 lanterns

a

c

e

b

d

f
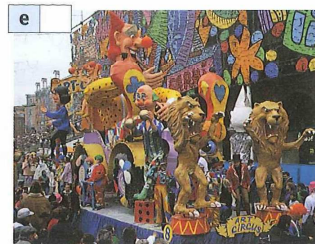
2 Check (✓) the verb that goes with each word.

	exchange	light	put on	put up
presents				
decorations				
firecrackers				
traditional clothes				
candles				

1.04 Sound check 1

Try it out   1.05   Listen to the conversation. Practice with a partner.

A: What do people do at *Christmastime*?
B: They *put up decorations* and *exchange presents*.

**Now make more conversations about other holidays you know.
Use the words above.**

4

Appendix G

The Content of Speaking Textbook (1ˢᵗ Semester)

Listen in   1.06   Listen to Satoshi talk about the Gion Matsuri festival in Japan. Complete the information and check (✓) the words you hear.

Place: ....

Date: ....

How people celebrate: (✓)

a parade ☐

firecrackers ☐

floats ☐

presents ☐

decorations ☐

candles ☐

traditional clothes ☐

lanterns ☐

Your turn   Think of a holiday. How are you going to celebrate it this year? Write your answers.

Holiday: ....
What are you going to eat and drink?
....
....
What are you going to wear?
....
....
What other things are you going to do?
....
....

MERRY CHRISTMAS

Happy New Year

SPEAKING ACTIVITY 1
go to page 78

Now interview your partner.

5

Appendix H

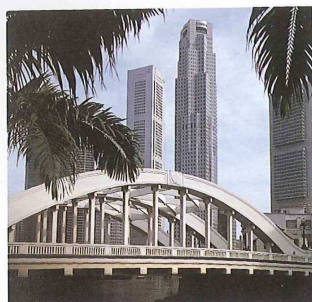# The Content of Speaking Textbook (1st Semester)

10A You can't smoke in the street.

Tune in 2.19 Listen to three people talk about customs and rules in their country. Write the correct number next to each one.

1 Singapore   2 Japan   3 Thailand

a [ ] You shouldn't step on a coin or bill.

b [ ] You have to wash before you get into a bath.

c [ ] You can't drop litter in the street.

Speak up 2.20 Listen to the conversation. Then practice with a partner.

A: Are you from ¹ the Philippines?
B: Yes, I am.
A: Is it true that you ² should arrive late when you visit people there?
B: Yes, it is.
A: And do you have to ³ leave some food on your plate?
B: Well, yes, it's polite.

Now use the words below to make three more conversations.

1	2	3
¹ Thailand	¹ Britain	¹ Japan
² shouldn't touch people's heads	² can eat or drink on the subway	² have to take off your shoes inside
³ eat with your right hand	³ close your mouth when you eat	³ bow when you meet people

GRAMMAR HELP

You **can** eat or drink on the subway.

You **shouldn't** touch people's heads.

You **have to** take off your shoes inside.

GRAMMAR
CHECK 10
• Study box
• Exercises
go to page 75

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Appendix I

The Content of Speaking Textbook (1st Semester)

Focus on Phrasal Verbs

> Can we have a picnic here?

> Sorry. You have to *keep off* the grass.

Listen in

2.21 **Listen to Nadia talk about Russian customs. Check (✓) the things you shouldn't do in Russia.**

You shouldn't …

wear your coat in a public building. ☐

say "I have to go to the bathroom." ☐

eat your lunch on the grass in a park. ☐

eat in the street. ☐

put your hands in your pockets. ☐

drink alcohol. ☐

Your turn

With a partner, read the quiz and check (✓) your answers. Then make a list of three customs in your country.

Countries and customs

	True	False
1 In China, you shouldn't give a clock as a gift.	☐	☐
2 In Korea, you should call everyone you meet by his or her given name.	☐	☐
3 In England, you shouldn't put lemon in tea.	☐	☐
4 In Singapore, you have to ask a doctor if you want to buy chewing gum.	☐	☐
5 In Kenya, you shouldn't take flowers when you visit someone's home.	☐	☐
6 In Ireland, you have to wear green on St. Patrick's Day.	☐	☐
7 In India, you should point with your thumb, not your finger.	☐	☐
8 In France, you can say "Bon appetit" before a meal.	☐	☐

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The Content of Speaking Textbook (2ⁿᵈ Semester)

UNIT 1

A Listening
About countries

1 Look at this map. What do the countries in red have in common?

Which "red" country is the odd one out? Check your answer at the bottom of the page.

Canada (9,970,610 sq km)
U.K.(244,046 sq km)
U.S.A (9,372,614 sq km)
Irish Republic (70,283 sq km)
India (3,287,590 sq km)
South Africa (1,221,031 sq km)
Australia (7,682,300 sq km)
New Zealand (268,046 sq km)
Jamaica (10,991 sq km)

2 Look at the picture. Where are the people from?

Sandy   Matt   Wilson   Tessa

Listen to Track 1 to check your answer.

3 Read the sentences. Then listen to Track 1 again. Who is each sentence about? The first one is done for you.

a He is from an island in the Caribbean. ......Wilson......

b People in her country speak French or English, or both. ....

c Her city is bigger than the capital of her country. ....

d One in three families in his country speak English and another language. ....

e Reggae comes from his country. ....

f Eighty per cent of the people in his country live on the coast. ....

g Her country is in Great Britain but she is not English. ....

h His country is famous for its beaches and its mountains. ....

English is spoken as a mother tongue in all countries, except India.
In India, English is an official language but not a mother tongue.

Appendix K

The Content of Speaking Textbook (2nd Semester)

4 Listen to Track 1 again and answer the questions.

a How do Australians say "Good morning"?
   Good day

b What is another way of saying "one in three"?

c Name two open air activities Australians enjoy.

d What three countries make up Great Britain?

e What language do some people speak in Scotland?

f What's the capital of Scotland?

g Name two of Canada's natural features.

h What are the most popular sports in Canada?

i What is the capital of Jamaica?

j What two things make Jamaica popular with tourists?

5 Read the text and listen to Track 2. Circle the word you hear for each letter. The first one is done for you.

Hi! I'm Tessa, from Montreal, in Quebec. Quebec is in the (a) _east_ / west / south of Canada. Most (b) people / Americans / Canadians speak the two official languages, French and English. Canada is a (c) big / huge / large country, the second largest in the world actually. In Canada you can find (d) everything / anything / nothing. Do you like big (e) places / cities / countries? We have really exciting ones, like Montreal and Toronto. Do you like mountains? We have (f) two / lots / some too. (g) Water / Winter sports are very popular. It is very cold in winter, but I like summer better. It's warm and we go and swim in the lakes.

6 Listen to Track 3 and complete the chart. Then guess the name of the country.

Where it is: _Pacific Ocean_
Capital:
Languages:
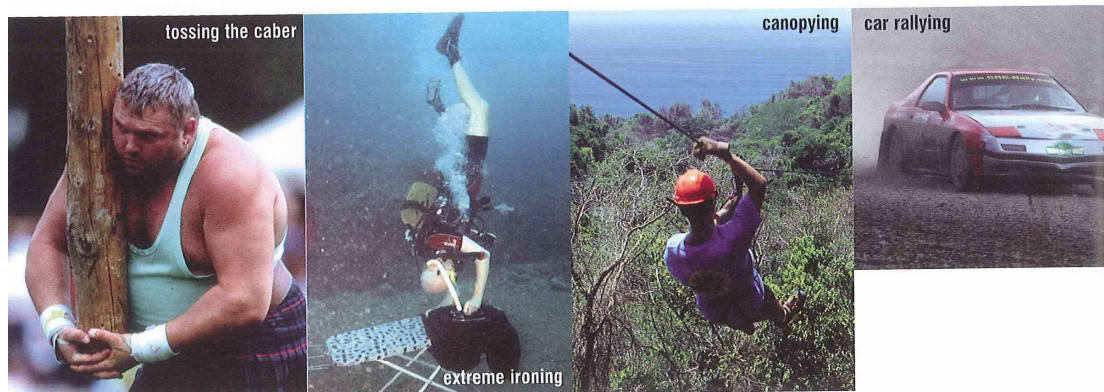Most popular sports:
Interesting information:

Appendix L

The Content of Speaking Textbook (2nd Semester)

UNIT 7

A Listening
Radio phone-in

1 Look at the photos. Guess what the radio phone-in will be about.

tossing the caber | canopying | car rallying

extreme ironing

Now listen to Track 22 and see if you were right.

....

2 Answer these questions.

a How many people call the radio program? ....

b What activities are mentioned in the radio program? ....

....

3 Listen to Track 22 again and answer the questions.

a What is Keith's hobby? ...... *extreme ironing* ....

b What is the basic equipment for extreme ironing? ....

c What was Phil doing when he invented extreme ironing? ....

d What was Phil's favorite sport before extreme ironing? ....

e What kind of people do extreme ironing? ....

Appendix M

The Content of Speaking Textbook (2nd Semester)

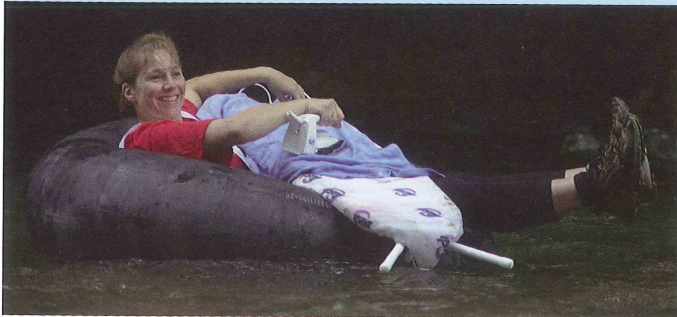4 Listen to Track 22 again. Complete the advertisement using information from the program.

What is extreme ironing?

It's (a) ...sport............................ , using an ordinary (b) ....
and (c) .... but instead of doing it in your family room
or kitchen, you do it in (d) .... places! For example, at
the top (e) .... , up a (f) .... or at
the bottom of the (g) .... !

Who does it?

People from different (h) ....—but you have to be a
little bit (i) .... !

Interested? Here's how to find out more about this fascinating sport!
Phone the (j) ....
.... !

5 Complete the chart with information from the radio phone-in and personal information. Listen to Track 22 again, if you need to.

	Extreme ironing	My favorite leisure activity
(a) Where can you practice it?	anywhere	
(b) What do you need?		
(c) What kinds of people do it?		