

英語協同教學中的教師效能感：個案研究

**A Case Study on Teacher Efficacy in Intercultural Team Teaching
between a Native English Speaking Teacher (NEST) and a non-NEST**

By

林蘭燕 Lan-Yen Vanessa Lin

THESIS

Presented to the Faculty of the

Department of Foreign Languages and Literature of

Tunghai University

In Partial Fulfillment of the Requirements for the Degree of

MASTER OF ARTS in

Teaching English As A Foreign Language

THUNGHAI UNIVERSITY

July 2007

中華民國九十六年七月

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT (English)	iii
ABSTRACT (Chinese)	v
LIST OF TABLES	vi
LIST OF FIGURES	vii
CHAPTER 1 INTRODUCTION	1
Rationale for the Study	1
Research Questions	3
CHAPTER 2 LITERATURE REVIEW	4
Teacher Efficacy Research.....	4
Definition of Teacher Efficacy.....	4
The Developmental History in the Conceptualization and Measure of Teacher Efficacy.....	5
The Origins and Consequences of Teacher Efficacy	12
Conclusion	14
ELT at Primary Level.....	14
Team Teaching between NESTs and NNESTs in EFL Context	16
NESTs V.S. Non-NESTs	19
Summary	21
CHAPTER 3 METHODOLOY	23
Participants and the Setting.....	23
Instruments.....	24
Questionnaire	24
Pilot Study.....	26
Interview Protocol.....	27

Teacher’ s Reflective Log	28
Data Collection Procedure	28
Data Analysis Procedure	29
Quantitative Data Analysis	29
Qualitative Data Analysis	29
CHAPTER 4 RESULTS AND DISCUSSIONS	30
Efficacy Evolvement in Team Teaching	30
Miss Yen’ s Efficacy Evolvement	30
Miss Murry’ s Efficacy Evolvement	32
Discussion on Miss Yen’ s and Miss Murry’ s Efficacy Evolvement	34
Sources of Efficacy Beliefs in Team Teaching	35
Miss Yen’ s Sources of Efficacy Beliefs	35
Miss Murry’ s Sources of Efficacy Beliefs	38
Discussion on Sources of Efficacy Beliefs in Team Teaching.....	42
Classroom Practices in Team Teaching.....	34
Miss Yen’ s and Miss Murry’ s Classroom Practices	34
Discussion on Miss Yen’ s and Miss Murry’ s Classroom Practices	38
CHAPTER 5 CONCLUSION	41
Main Findings of This Study.....	41
Teachers’ Sense of Efficacy after Team Teaching.....	41
Sources of Efficacy Development.....	41
Reflections of Efficacy Beliefs in Classroom Practices.....	42
Pedagogical Implications	42
Limitations of the Study.....	45
Suggestions for Future Research	46
REFERENCES	47
APPENDICES	52
Appendix A Background Information on Teachers.....	52
Appendix B Teachers’ Sense of Efficacy Scale	56

Appendix C	Interview Protocol	58
Appendix D	Teacher's Reflective Log.....	61

ACKNOWLEDGEMENTS

I would like to acknowledge the enormous help given to me in finishing this thesis. For her support, her guidance, and her patience, I wish to firstly express my deepest appreciation to my thesis advisor, Dr. Min-Hsun Chiang. Dr. Chiang read early drafts and selflessly gave me the insights concerning this project, as well as handling this thesis with just the right touch throughout the whole research and thesis writing process. I deeply appreciate the faith Dr. Chiang has shown in me. Also, I am grateful to my committee members: Dr. Chi-Lin Wang in the Department of Foreign Languages and Literature at Tunghai University, and Dr. Yih-Lan Chen, the dean of International College at Ming Chuan University, for their precious time and generous critical comments. Dr. Wang and Dr. Chen provided a multitude of insightful suggestions and identified how the thesis could be improved. Their assistance was invaluable. In addition, I would like to grab this opportunity to thank my teachers who have inspired me in my pursuit of master's degree: Dr. Annie Yu, Dr. Kai-Lin Wu, Dr. Jung-Han Chen, and Dr. Winifred Yin for their instruction and the share of knowledge during the course of my graduate studies. They've helped form the foundation of mine.

Special thanks to Miss Yen and Miss Murry, for taking part in this research project. Their participation made this study possible. And as always, my appreciation to the warmest friendship and encouragement from Jenny Liao, Amber Chen, Sandy Hsieh, Eva Chang, Prudence Lin, Dana Tsai, Debbie Yen, Carrie Huang, Carrie Wei, Tiffani Chen, Cherry Hong, Vince Lin, Linda Liu, Wen-Chia Lu, Yen-Yen Tzeng, James Huang, Ya-Ting Yu, and Yi-Chun Liu.

Mostly, I would like to express my greatest appreciation to my dearest family: my father and my mother, for their support and encouragement both financially and

emotionally along the way. My husband, my soul mate, gave me confidence and strength to move on. Their unconditional love is the most wonderful source of power for me to fulfill this challenging project.

Lan-Yen Lin

**A Case Study on Teacher Efficacy in Intercultural Team Teaching between a
Native English Speaking Teacher (NEST) and a non-NEST**

Lan-Yen Vanessa Lin, M.A.

Tunghai University

Thesis Advisor: Dr. Min-Hsun Chiang

ABSTRACT

This study investigated the influence that intercultural team-teaching had on participating teachers' teacher efficacy. It was designed to examine: 1) change of the participating teachers' sense of efficacy after team teaching, 2) the reasons responsible for such change, and 3) the reflection of team-teaching teachers' efficacy beliefs in their classroom practices.

A local English teacher and a native English-speaking teacher participated in this study. Over the semester, the participating teachers team taught four 4th-grade classes that accumulated up to sixty collaborative teaching hours. A case study approach was adopted, and the data was collected from multiple sources—questionnaire survey, interviews, teacher's reflective notes, and field notes.

The results showed that firstly, both teachers' sense of teacher efficacy was generally enhanced in team teaching except that the NEST felt less efficacious in the area of student engagement due to her Chinese language ability. Next, mastery experience and verbal persuasion were found to play major roles in shaping participating teachers' sense of teacher efficacy. Mutual trust, respect, support, and open-mindedness were key to building successful experiences and a harmonious

cooperative partnership. Thirdly, the participating teachers shared much in common yet differed in certain aspects of their classroom practices, reflecting different levels of teacher efficacy. Based on the findings, pedagogical implications and research limitations were discussed. Future research was suggested at the end of the study.

英語協同教學中的教師效能感：個案研究

研究生： 林蘭燕

指導教授： 廖敏旬 博士

摘要

本文探討協同教學對於參與教師之教師效能感的影響，目的在瞭解：1) 協同教學後，參與教師之教師效能感的改變，2) 教師效能感改變的原因 以及 3) 教師效能感如何反映在課室教學活動。

本研究對象為一位本地台灣籍英文教師以及一位以英文為母語的外籍教師。這兩位教師在一個學期中，協同教學 4 個國小 4 年級的班級，總計共約 60 個小時的教學時數。本研究採取個案研究方式，資料來源包含問卷調查、研究對象訪談、教師心得、以及課室觀察筆記。

本研究結果顯示第一，除了外籍教師因為中文能力的影響，其效能感在「學生參與度」一面向降低之外，兩位教師的效能感大體而言皆有提升。第二，「主動成功經驗」和「語言說服」是改變研究對象之教師效能感的主要原因。且互信、互重、互相支持，以及敞開心房合作，是建立成功經驗以及和諧的合作關係最重要的關鍵。第三，研究對象在她們的課室教學活動中有許多共通點以及一些不同之處，反映了不同程度的教師效能感。最後，本研究依據研究結果，也提供一些教學上及研究上的建議作為參考。

LIST OF TABLES

Table 1: Internal-Consistency Reliability Coefficients of Teachers' Sense of Efficacy Scale.....	27
Table 2: Sources of Miss Yen' s and Miss Murry' s Efficacy Evolvement in Team-Teaching.....	43

LIST OF FIGURES

Figure 1:	The Cyclical Nature of Teacher Efficacy.....	9
Figure 2:	Miss Yen' s Teacher Efficacy Evolvment.....	31
Figure 3:	Miss Yen' s Teacher Efficacy Evolvment in Four Dimensions	31
Figure 4:	Miss Murry' s Teacher Efficacy Evolvment	33
Figure 5:	Miss Murry' s Teacher Efficacy Evolvment in Four Dimensions	33

CHAPTER 1

INTRODUCTION

Rationale for the Study

Teacher efficacy, or a teacher's "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Tschannen-Moran, & Woolfolk Hoy, 2001, p.783) is an important teacher characteristic that reliably predicts their teaching behaviors and student achievement. Teachers high in efficacy are more willing to implement instructional innovations to meet their students' needs (Guskey, 1988; Stein & Wang, 1988), more enthusiastic about teaching (Guskey, 1984), less likely to refer students to special education services (Podell & Soodak, 1993), and less critical of student errors (Gibson & Dembo, 1984). Also, efficacious teachers persist longer with struggling students (Gibson & Dembo, 1984), use more humanistic and less controlling approach to teaching (Graham, Harris, Fink, & MacArthur, 2001), and have higher level of professional commitment (Coladarci, 1992). Teacher efficacy is a simple idea yet with powerful effects. Thus for the past quarter of century, the interest in teacher efficacy has kept on growing in academic research, and the idea that "teachers' beliefs about their own competence matter" has also been well received.

Ever since the introduction of English language education at the primary level in 2001, the curriculum, teacher qualification, teaching materials, instructional methods, and instructional objectives have been under much discussion. Among others, the issue of teacher qualification has become the center of discussion (Zhan, 2004; Xie, 2004; Shih, 2001). In the past few years, the government had made efforts to increase the pool of qualified English teachers; nevertheless, there's still a lack of qualified teachers (Butler, 2004). Therefore, the government announced in late 2002 that it would recruit native English speaking teachers (NESTs) from

English speaking countries to team teach with local non-native English speaking teachers (NNESTs), partly to mend the shortage problem and to also boost cultural and academic exchange. Despite the uncertainty of advantages and disadvantages on English language education that this policy will render, for the success or failure of Taiwan's primary English education, all the NESTs and NNESTs involved play key roles. Given the significant educational responsibilities that they assume and the significant role that teacher efficacy has underlying teaching and learning, it is worth-noting that what kind of impact this unprecedented practice will have on participating teachers' efficacy beliefs, especially that of local English teachers. As documented in research, NESTs and NNESTs are different in terms of their use of English, general attitude, attitude toward teaching the language, and attitude toward teaching culture (Arva & Medgyes, 2000). When it comes to intercultural team teaching, how do NESTs and NNESTs tackle the potential interpersonal, pedagogic, and logistical problems and play to their strengths becomes a big challenge (Carless, 2004b). As educators all know, team teaching is not an easy task by nature. It is already challenging enough to co-teach with someone from the same cultural background but with different personality traits and teaching styles, let alone when two people of different cultural backgrounds and mother tongues have to work together. I speculate that their relative strengths and weaknesses may become a complementary or contradictory force when it comes to cooperation between the two, especially under the circumstance that both parties have no team-teaching experiences. Therefore, it is of great concern to learn whether such cross-cultural collaboration would enhance or undermine participating teachers' sense of efficacy, how their efficacy beliefs evolve and manifest themselves over the course of team teaching, and what the possible reasons are accounting for their efficacy development.

Due to the availability of qualified participants and difficulty of negotiating entries to the school in which team teaching was implemented, the researcher gained access to one elementary school where both a local English teacher and a foreign

American English teacher agreed to participate in this study. Therefore, the current inquiry was proceeded by utilizing a case study approach to provide an in-depth and detailed description of the two teachers. Although this study was exploratory in nature and may not reach representativeness of similar cases, it is believed that the sharing and documenting of team teachers' efficacy involvement in this study would be able to yield valuable insights for researchers, educators, and schools concerned with the implementation of collaborative English teaching, and those who are going to be involved in team teaching practices.

Research Questions

More specifically, this study aimed to address the following questions:

1. How do the NEST and the non-NEST' s efficacy beliefs evolve over the course of sixteen-week team teaching?
2. What are the sources that contribute to participating teachers' efficacy belief involvement?
3. How are the NEST and the non-NEST' s efficacy beliefs reflected in their classroom practices over the course of sixteen-week team teaching?

CHAPTER 2

LITERATURE REVIEW

This study is informed by four bodies of theory and research—the work on teacher efficacy, the local EFL context, research on team-teaching, and the studies of NESTs vs. non-NESTs, and the following sections present these four areas successively. The first section details the definition of teacher efficacy, developmental history in the conceptualization and measure of teacher efficacy, and origins and consequences of teacher efficacy. The second section covers the issues of English education at local level and the government policy of recruiting foreign English teachers. The third section elaborates the challenges and benefits of team teaching between native English speaking teachers (NESTs) and NNESTs. The last section presents the respective strengths and weaknesses of NESTs and NNESTs followed by a recap of the above four areas of studies and their relation to the current study.

Teacher Efficacy Research

Definition of Teacher Efficacy

Over the past quarter of century, the construct of teacher efficacy has gained a considerable amount of attention. A growing number of educational literature has identified teachers' perceived sense of efficacy as a powerful variable underlying the effectiveness of teaching and learning. Used interchangeably, the terms—teacher efficacy, teachers' sense of efficacy, and teacher self-efficacy, have been defined as “teachers' belief in their ability to have a positive effect on student learning” (Ashton, 1985, as cited in Woolfolk A. E. et al., 1990, p.137), “the beliefs teachers have about their skills and abilities to achieve desirable learning outcomes by students” (Sakloske D. H. et al., 1988, p.408), or “teacher' s judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (Tschannen-Moran,

& Woolfolk Hoy, 2001, p.783). Although different authors define the same term in varying ways, the core value that “teachers’ beliefs about their own competence are important” is the same, and continues to allure keen interest from educational researchers. In the history of teacher efficacy research, different conceptualizations and measures were adopted to explore the antecedents and consequences of teacher efficacy. The following sections present these issues accordingly.

The Developmental History in the Conceptualization and Measure of Teacher Efficacy

The conceptualization of teacher efficacy is largely grounded within the theoretical framework of Rotter’s locus of control theory and Bandura’s construct of self-efficacy (Tschannen-Moran et al., 1998; Henson, 2001; Labone, 2004). In the two Rand Corporation studies which evaluated innovative educational projects funded by the U.S. government, the concept of teacher efficacy was first introduced (Tschannen-Moran et al., 1998; Henson, 2001). In the Rand studies, the researchers used Rotter’s work as a theoretical base, conceptualizing teacher efficacy as teachers’ beliefs about the extent to which the outcomes of student learning and motivation were in the hands of teachers. That is, teacher efficacy referred to whether a teacher believed that student learning and motivation lied within the teacher’s control. To measure their efficacy, teachers were asked to rate their level of agreement to two 5-point Likert scale statements: (a) “When it comes right down to it, a teacher really can’t do much because most of a student’s motivation and performance depends on his or her home environment”, and (b) “If I try really hard, I can get through to even the most difficult or unmotivated students”. These items guided most teacher efficacy research during the late 70s and early 80s (Henson, 2001). Later on, following the same fashion, Rose and Medway (1981) and Guskey (1981) also developed instruments named Teacher Locus of Control (TLC) and the Responsibility for Student Achievement (RSA) respectively to measure teacher efficacy. However, these two measures didn’t receive wide

recognition and were found to be inapplicable in other teacher efficacy research (Tschannen-Moran & Woolfolk Hoy, 2001).

While some researchers used Rotter's locus of control theory to conceptualize and measure teacher efficacy, others turned to Bandura's social cognitive theory of self-efficacy (1977, 1997) to capture the notion, and at the same time attempted to find balance between Rotter's and Bandura's theoretical formulation. According to Bandura, there are two kinds of expectations that motivate human behaviors: self-efficacy (or efficacy expectation) and outcome expectancy. Self-efficacy is "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p.3). In other words, self-efficacy is the individual's belief about one's level of competence of performing a given task, while outcome expectancy refers to one's estimation of the likely outcomes that this performance would lead to. With this theoretical framework in mind, Ashton and Webb were among the first to study teacher efficacy by applying Bandura's theory (Soodak & Podell, 1996). They started the research by expanding upon the Rand methodology, using their two items incorporating interviews and classroom observations (Woolfolk et al., 1990; Soodak & Podell, 1996; Henson et al., 2001). Ashton and Webb believed that the two items previously employed by the Rand researchers actually corresponded to Bandura's notion of self-efficacy and outcome expectancy. That is, the first Rand item ("When it comes right down to it...") measured outcome expectancy; the second Rand item ("If I try really hard...") measured self-efficacy. Results of the research supported the existence of these two independent dimensions, being labeled *teaching efficacy* and *personal teaching efficacy* so forth. Consistent with Ashton and Webb's argument, Gibson and Dembo (1984) also tried to reconcile these two conceptual strands and claimed,

If we apply Bandura's theory to the construct of teacher efficacy, outcome expectancy would essentially reflect the degree to which teachers believed the environment could be controlled, that is, the extent to which students can be taught given such factors as family background, IQ, and school conditions.

Self-efficacy beliefs would indicate teachers' evaluation of their abilities to bring about positive student change (Gibson & Dembo, 1984, p. 570).

Based on this claim, Gibson and Dembo sought to extend the work of Ashton and Webb to empirically develop a more reliable scale to measure teacher efficacy. Hence, the Teacher Efficacy Scale (TES) was born which included 30 items on a 6-point Likert scale format. Factor analysis confirmed that it had two dimensions, also labeled *teaching efficacy* (TE) and *personal teaching efficacy* (PTE), conforming to Bandura's formulation of two expectations and supporting Ashton and Webb's model of teacher efficacy. Gibson and Dembo believed that TE measured outcome expectancy and PTE assessed self-efficacy. Sample items in the TE questions are "The influences of a student's home experience can be overcome by good teaching" and "Teachers are not a very powerful influence on student achievement when all factors are considered", while the PTE dimension includes "If a student masters a new concept quickly, this might be because I knew the necessary steps in teaching that concept" and "When a student does better than usually, many times it is because I exert a little extra effort". Again, the former refers to beliefs about whether teaching can outweigh external constraints to have positive impact on student learning, whereas the latter has to do with one's own perceptions of competence in teaching. These two dimensions were then considered to constitute teacher efficacy.

Having pulled together the elements from both theoretical foundations, the Gibson and Dembo's conceptualization of teacher efficacy has thereafter served as the basis for a majority of teacher efficacy research (Ho & Hau, 2004; Tschannen-Moran & Woolfolk Hoy, 2001; Henson et al., 2001), and their scale in the meantime has become the most popular instrument in this area. Studies examining this measure have constantly supported the existence of these two dimensions (Tschannen-Moran et al., 1998). However, serious questions about the nature of the TE dimension began to rise as more research was conducted. Woolfolk and Hoy (1990, 1993) pointed out a conceptual flaw in this dimension that

TE in fact did not represent Bandura's definition of outcome expectancy as Gibson and Dembo/Ashton and Webb originally claimed. Instead, similar to the PTE, TE belonged to Bandura's notion of self-efficacy for the items in this dimension measured "a general belief about the power of teaching to reach difficult children" (Hoy & Woolfolk, 1993, p.357), rather than a teacher's assessment of the likely consequences of a specific action. In addition, since it "has to do with beliefs about teachers in general, not oneself as a teacher" (Woolfolk & Hoy, 1990, p.138), for this reason, Woolfolk and Hoy (1990) labeled this dimension *general teaching efficacy* (GTE), and remained the same label (PTE) for the other dimension. The lack of clarity about the meaning of this dimension resulted in the formation of alternative labels such as "external influences" and "external factor" (Tschannen-Moran et al., 1998; Ho & Hau, 2004).

Besides the construct validity problem aforementioned, Gibson and Dembo items also suffered reliability problem. Continued research indicated weak discrimination ability of the PTE and GTE items and instable factor structure (Coladarci & Fink, 1995; Guskey, 1987; Woolfolk & Hoy, 1990; Soodak & Podell, 1996), leading Henson (2001) to comment that "not only were the theoretical operationalizations of the TES constructs questionable, but scores in Gibson and Dembo's original validation study were psychometrically weak" (p.23). Seeing the meaning and measure weaknesses that teacher efficacy long withstood, Tschannen-Moran et al. (1998) proposed an integrated model of teacher efficacy in a bid to clarify the conceptual confusion, and later developed the Teachers' Sense of Efficacy Scale (TSES) based on this proposed model. The model, presented in the Figure 1 below, "weaves together both conceptual strands" (p.227) in teacher efficacy's developmental history and is an important advancement in this area (Henson, 2001).

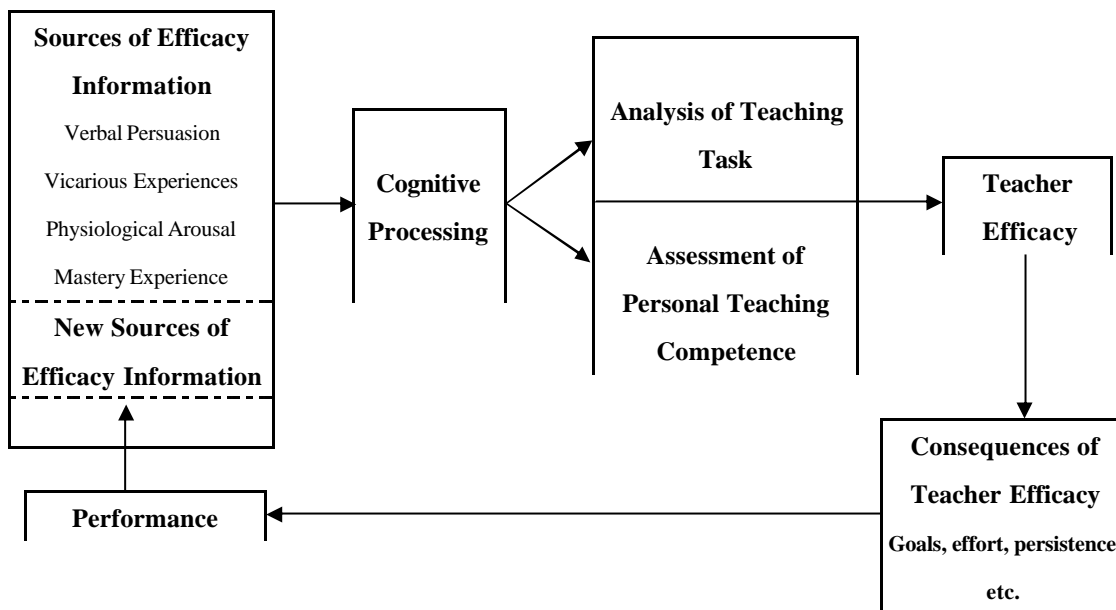


Figure 1. The cyclical nature of teacher efficacy

“Teacher efficacy: Its meaning and measure”, by M. Tschannen-Moran, A. W. Hoy & W. K. Hoy, 1998, *Review of Educational Research*, 68, p.228.

Compared with previous theoretical formulations of teacher efficacy, this new model takes a more comprehensive view, skillfully bringing in both conceptual foundations and looping together the elements critical for the construction and processing of teacher efficacy. Particularly, the model exceeds the previous conceptualization in two major areas—the *sources of efficacy information*, and the *analysis of teaching task* and *assessment of personal teaching competence*. The two important parts of this model are discussed below following the bottom-up sequence as the figure presents.

Sources of Efficacy Information. As Henson (2001) indicated, prior conceptualizations of teacher efficacy have all but neglected the importance of the sources of efficacy information and their relationship to teacher efficacy and ultimate performance. Since efficacy is a powerful influence on teacher behaviors and student learning, it is equally important to pay attention to the factors that might influence teacher efficacy.

According to Bandura (1977, 1997), there are four sources of efficacy building information: mastery experiences, physiological arousal, vicarious experiences, and

verbal persuasion. Mastery experiences are identified as the most powerful source in fostering one's sense of efficacy. Successful performances raise efficacy beliefs, while failure experiences lower efficacy beliefs. Personal sense of efficacy is particularly enhanced when one successfully approaches difficult tasks with little external assistance, or when one achieves the goal early in learning without much discouragement. The level of physiological arousal, such as the feeling of anxiety, stress, or relaxation, plays a role in reinforcing self-perception of mastery or incompetence. However, whether the arousal acts positively or negatively depends on "the circumstances, the person's history, and overall level of arousal" (Tschannen-Moran et al., 1998, p.229). For example, "butterflies in the stomach" can be read by the person as either stress or excitement that can improve or hinder one's performance.

Vicarious experiences, or modeling, may also have effect on the development of one's efficacy beliefs. It refers to the skills gained by watching others demonstrate or perform. For instance, observing a teacher teach can strengthen the observer's personal teaching competence if the model is credible, admired, or bears similarities (e.g. age, gender, or personality traits) with the observer. The more the observer identifies themselves with the model, the more will be the impact on efficacy, and vice versa. When the individuals have limited prior experiences to base their efficacy beliefs on, vicarious experiences become an important efficacy-building source. Verbal persuasion includes performance feedback from supervisors, other teachers, or students. It can also come in other forms such as media or magazines reporting on teachers' ability to have an impact on students (Hoy, 2000). It is recognized to be weaker in enhancing and creating an enduring sense of efficacy because it does not provide "an authentic experiential base" (Bandura, 1977, p.198). However, a persuasive boost is likely to mobilize greater effort and persistence (Bandura, 1977; Labone, 2004), leading an individual to try hard enough to achieve a goal or attempt new strategies. The effectiveness of verbal persuasion relies on the perceived expertise, credibility, and trustworthiness

of the persuader.

To sum up, Bandura's four sources of information play a part in the formation of efficacy beliefs. However, it is not until the information being attended to, weighted, and remembered by individuals do they have impact on self-efficacy judgments. That is, the interpretation, or cognitive processing (see the Figure on p.12) of these sources is critical (Tschannen-Moran et al., 1998). Teachers' thoughts about each of these experiences then inform and influence their analysis of teaching task and assessment of personal teaching competence.

Task Analysis and Teaching Competence. Tschannen-Moran et al. (1998) and Bandura (1997) all support the idea that teacher efficacy is context specific. Teachers' sense of efficacy may not remain at the same level across different teaching situations. Teachers who feel efficacious in science teaching may feel less assured in teaching mathematics or chemistry. They may feel very competent teaching middle school students, but become inefficacious when facing younger or older children. Factors such as the school culture, class size, access to technical support, subject matter, and students' abilities may all become teachers' concern while weighing their personal teaching capabilities. As a result, when a teacher is making an efficacy judgment, the teaching tasks, teaching context, and personal teaching competence all come into play and are jointly analyzed as described by Tschannen-Moran et al. (1998),

In analyzing the *teaching task and its context*, the relative importance of factors that make teaching difficult or act as constraints is weighed against an assessment of the resources available that facilitate learning. In assessing *self-perceptions of teaching competence*, the teacher judges personal capabilities such as skills, knowledge, strategies, or personality traits balanced against personal weaknesses or liabilities in this particular teaching context... The interaction of these two components leads to judgments about self-efficacy for the teaching task at hand (p.228).

The authors suggest that a fuller examination like this presents a more

fine-tuned picture of teachers' sense of efficacy. Unlike GTE in the previous teacher efficacy model which deals only with teachers' general beliefs about coping with external adversaries, the task analysis here taps more into teachers' given context in that it evaluates elements that might both impede and facilitate teaching. Together with the assessment of personal competence in light of the specific teaching task, a more complete picture of teacher efficacy can be drawn. Labone (2004) thus asserts that this new model is comprehensive and a key factor in the maturing of teacher efficacy research in that it "clarifies the previously confused theoretical bases...by considering both social cognitive theory in terms of sourcing, processing, and assessment of personal capabilities, and locus of control theory in terms of the analysis of the task and its context" (p. 342).

A New Teacher Efficacy Instrument Proposed. With this conceptual framework in mind, Tschannen-Moran and Woolfolk Hoy (2001) sought to develop a new teacher efficacy instrument. Through three rounds of analyses and revision of the scale, a valid and reliable three-dimensional Ohio State Teacher Efficacy Scale (OSTES), later renamed Teachers' Sense of Efficacy Scale (TSES) was born. It consists of twenty-four items that reflect frequent and significant teaching tasks in the areas of classroom management, instructional strategies, and student engagement. Sample items include "How much can you do to motivate students who show low interest in school work?", "How much can you do to use a variety of assessment strategies?", and "To what extent can you make your expectations clear about student behavior?".

The Origins and Consequences of Teacher Efficacy

Using a variety of measurements, several studies have examined the origins and consequences of teacher efficacy. As to the origins, factors that enhance and decrease teacher efficacy were explored. In the study that inquired into the relationship between teachers' sense of efficacy and the organizational health of schools, Hoy and Woolfolk (1993) pointed out that a healthy school climate which

truly assists teachers manage and teach students fosters teachers' efficacy beliefs. Hsieh (1995) in her study investigating Taiwanese primary school teachers found that experienced senior teachers and teachers who teach fewer subjects, especially those who teach the subjects they are specialized in, have higher sense of efficacy. Her study also indicated that positive support from students' families enhance teacher efficacy (Hsieh, 1995). Kristine A. (1996)'s investigation of principal leadership behavior on teacher efficacy reported that there are eleven of them helpful for promoting teacher efficacy—providing personal and professional support, fostering teamwork and collaboration, and recognizing teacher efforts and accomplishments—just to name a few. In addition, schools where teachers share team spirit, working together on solving student problems strengthen teachers' feelings of efficacy as well (Tschannen-Moran et. al, 1998). On the other hand, Lin (2002) indicated that the heavy teaching load and insufficient teaching resources have negative effects on teacher efficacy. Webb and Ashton (1987) found poor morale, inadequate salaries, low status, and lack of recognition diminishing teachers' efficacy beliefs (as cited in Tschanned-Moran et al., 1998).

Regarding the consequences of teacher efficacy, teaching behaviors and student outcomes were examined. Teachers high in efficacy are more receptive to the implementation of instructional innovations to meet their students' needs (Guskey, 1988; Stein & Wang, 1988), more enthusiastic about teaching (Guskey, 1984; Hsieh, 1995), more trusting of students (Woolflk et al., 1990), less likely to refer students to special education services (Podell & Soodak, 1993), and less critical of student errors (Gibson & Dembo, 1984). Also, efficacious teachers persist longer with struggling students (Gibson & Dembo, 1984), use more humanistic and less controlling approach to teaching (Woolfolk et al., 1990; Graham, Harris, Fink, & MacArthur, 2001), participate more in workshops, (Hsieh, 1995), lead to higher student achievement (Ross, 1992), and have higher level of professional commitment (Coladarci, 1992).

Conclusion

While a dominant number of the teacher efficacy research is done quantitatively, more qualitative studies are called for in recent years to understand the development of efficacy beliefs (Wu, 2002; Tschannen-Moran et al., 1998; Henson, 2001; Labone, 2004). Given the impressive relationship between a strong sense of teacher efficacy and effective teaching/learning, an in-depth understanding of its growth through interviews and observational data will be valuable and helpful for knowing how it is shaped and how it might be strengthened, particularly among the teachers who take on new challenges. Although teachers' beliefs about their abilities are relatively stable once set (Tschannen-Moran et al., 1998), "new challenges, however, such as having to teach a new grade, work in a new setting, or adopt a reformed curriculum, can elicit a reevaluation of efficacy" (Ross, 1998, as cited in Tschannen-Moran et al., 1998). With MOE's policy of hiring the NESTs to team teach with local English teachers, it is therefore necessary to follow those involved to see how their sense of efficacy might evolve or change, especially that of local English teachers. Team teaching is by no means an easy task. A lot of challenges might occur when two teachers from different cultural backgrounds work together. The following sections present the local English learning context along with the team-teaching literature.

ELT at Primary Level

Learning English has become a national frenzy in Taiwan. Walking on the city streets, it is easy to bump into a language school in almost every neighborhood; surfing the TV channels, it is a breeze to find commercials that advertise English lessons. The huge demand for English education comes from the facts that English has become the world's lingua franca, and serves as one of the valuable skills of staying competitive in this changing society. Being a member of the World Trade Organization, it is generally believed that mastering English will better help bring Taiwan up to the international ground and integrate ourselves into this global village.

Therefore, many Taiwanese parents spare no efforts sending their young children to learn English hoping that an early start will benefit them more. In response to the above phenomena and to meet public expectations, our Ministry of Education (MOE) incorporates English education into the primary school curriculum, starting from 5th and 6th grade in the 2001 academic year and extending further to the 3rd and 4th grade in the year 2005, as part of the implementation of nine-year integrated curriculum. In addition, to fulfill Executive Yuan's goal of promoting English proficiency in Taiwan and to bridging the gap of access to learning English between urban and rural areas, the government has announced for hiring native English speaking teachers (NESTs) from English-speaking countries to assist teaching English at public elementary and secondary schools in late 2002. More specifically, the stated aims of this policy are to improve the English teaching and learning environment in remote areas, to reform teaching methodologies and enhance students' communicative competence through intercultural collaboration, and to promote intercultural understanding. The foreign teachers would be firstly dispatched to small cities and remote areas where English teachers are in short supply. To be qualified, the foreign teachers are expected to meet the following requirements: (a) come from English-speaking countries and speak English as their mother tongue, (b) have received a bachelor's or higher-level degree in linguistics-related fields, (c) be healthy both mentally and physically with no drug abuse record, (d) be able to respect and accommodate themselves to Taiwanese culture and living, and (e) have good pronunciation and clear enunciation. Lastly, those who have already had experiences in English teaching are preferred (Ministry of Education, Republic of China, 2003).

Despite the criticism of the higher salary that NESTs can get than non-NESTs, and the doubts over how much help the foreign English teachers are able to provide, recruitment of foreign English teachers has become an ongoing educational plan nation-wide. Consequently, concerns are raised over what roles the NESTs should play and how they are going to be utilized at school. The Ministry of Education

said the NESTs are defined by law as assistant teachers so they are not here to replace and jeopardize the status of local English teachers. Depending on the needs and coordinating plans of each city and county, it is suggested that the NESTs play diverse roles to assist domestic English education during their stay. They can cooperate with our local English teachers at various levels such as team teaching English lessons, compiling English teaching materials, and organizing English teaching workshops to promote professional development (Journal of Education Research, 2003; Ministry of Education, Republic of China, 2003). It is hoped that the collaboration will upgrade the quality of Taiwan's English education, and benefit both local teachers and students. However, in practice, such an intercultural collaborative partnership in the field of foreign language education is easier said than done as what have been documented in the literature. Challenges and difficulties arise when NESTs and NNESTs are engaged in team teaching. Advantages and disadvantages are reported. Next section reviews the literature on this specific topic, focusing specifically on its impact on teachers.

Team Teaching between NESTs and NNESTs in EFL Context

Team teaching, by its general definition, means “a situation in which two teachers share a class and divide instruction between them” (Richards et al., 1998). Reviewing the team teaching literature between NESTs and NNESTs in the EFL context, definitions varying in length are adopted to describe the term. Sturman (1992) specifies team teaching as “working together—not independently—in the same classroom, understanding each other's pedagogic principles, even when it may be difficult to agree with them, and being sensitive to each other's professional position in the classroom” (p. 145), and Bauwens and Hourcade (1995) define it as “a restructuring of teaching procedures in which two or more educators possessing distinct sets of skills work in a coactive and coordinated fashion to jointly teach groups of students” (as cited in Carless, 2004b, p.3). In the latest team teaching research, Carless (2004b) defines it simply as “two teachers together in the

classroom involved in instruction and/or management of the class” (p.3). To sum up, team teaching refers to a jointly effort made by two (or more) teachers who are present at the same time teaching the class together. In the East Asia countries where English is taught as a foreign language, Japan is the first country that systematically recruits Assistant Language Teachers (ALTs, mainly English teachers) in a large scale to assist Japanese Teachers of English (JTEs) teaching in schools nationwide. As a part of the JET (Japan Exchange and Teaching) Program, it has operated since 1987 and is now in its 18th year with the number of participants increasing from 848 in the first year to 6,103 in the year 2004 (JET program, 2004). Another similar scheme that invites NESTs from English speaking countries to collaborate with NNESTs in the host country is the EPIK (English Program In Korea). Launched in 1995, it is smaller in scale compared to JET. Both programs encourage team teaching between NESTs and NNESTs (Carless, 2004b), and aim at improving the English communicative competence of the students and teachers, and increasing multicultural understanding (JET program, 2004; EPIK, 2005). In a qualitative study that compares the JET and EPIK program, Carless (2004a) found out mixed voices from the participants on their views about team teaching. Difficulties of forming a collaborative partnership were recounted by NESTs and NNESTs. In the JET program, obstacles occurred with respect to professional knowledge, language proficiency, teacher attitudes, and preparation time, corresponding to Reiko and Lee’s JET findings in 2001. Most NESTs working at Japanese schools did not have teaching qualifications or prior teaching experiences, while some NNESTs, though trained and qualified, were afraid of revealing the limitations of their spoken English, resulting in their preference for teaching solo instead of co-teaching with their foreign counterparts. As one NEST commented, “I felt that some teachers really didn’t want to teach with me. They often cancelled classes I was supposed to teach with them. I felt that they just preferred to teach alone” (Carless, 2004a, p.5). Besides, not having enough time for course planning also posed another problem to team teaching, causing discontinuity between lessons.

Indeed, as Tajino and Tajino (2000) claimed, “cooperation between the two teachers at various stages is a prerequisite”. For each lesson to be a success, collaboration should happen not only in class, but also prior to and right after the class. Turning to the EPIK program, although a few participants had positive experiences of team teaching, problematic cases were more pronounced. Similar to the obstacles discovered in JET, Korean teachers revealed reluctance to cooperate with NESTs because of incompatibility and their lack of confidence in communicating in English. In Carless’ (2004b) another study investigating team teaching between native and non-native English teachers in Japan and Korea, he further summarized challenges of intercultural team teaching, suggesting that pedagogical, interpersonal, and logistical factors being the three main challenging areas in the collaborative relationship. In the pedagogical dimension, the lack of teaching experiences of the NESTs, confusion about the role and responsibility distribution of both parties, and the flawed English ability of the NNESTs were viewed as barriers to team teaching. In the interpersonal dimension, a lack of open-mindedness, enthusiasm, and mutual trust undermined the partnership. In the logistical dimension, shortage of preparation time and heavy workloads of NNESTs emerged as drawbacks of team teaching. While the above areas are considered challenging, another rather common problem being pointed out in several studies is that, not realizing the purposes of team teaching, some NESTs would treat NNESTs simply as “interpreter” or “classroom management assistant”, and NNESTs utilize NESTs as “human tape recorders” or “game machine” when they teach together (Tajino & Tajino, 2000; Liou, 2002; Lin, 2002). Such a scenario may appear to some that the NEST and the NNEST are working together just fine, however, the collaboration of this kind actually stays in a very superficial level and is not viewed as true team teaching in which power and responsibility are supposed to be equally shared by both parties. Therefore, for effective team teaching to take place, in addition to overcoming the challenges mentioned above, flexibility, respect, mutual trust, positive attitudes, willingness to compromise, and development of relationships

inside and outside the classroom are considered to be even more fundamental (Sturman, 1992; Wada, as cited in Reiko and Lee, 2001; Tajino & Tajino, 2000; Carless, 2004b; Gill & Rebrova, 2001), as Carless (2004b) suggests, “intercultural team teaching rests, to a large extent, on the interpersonal sensitivities of participants” (p. 18).

While the hindrance of collaborative language teaching seems prominent and needs much effort to tackle, the results of these inquiries are not all that discouraging. Good team teaching was still found to be practiced among some participants, and a number of benefits were derived (Carless, 2004a, 2004b). First, when the NEST and the NNEST work together in the same classroom, not only do students have more exposure to different cultures and the target language, but can be provided with more support and feedback from two teachers. Second, team teaching fosters professional development, especially in developing local English teachers’ English communication skills and pedagogical competence, resonating Gorsuch’s (as cited in Carless, 2004a) finding that such cross-cultural cooperation helps the local teachers diversify their instructional strategies and enhance their English proficiency. Last but not the least, NESTs and NNESTs can complement each other in their strengths and weaknesses in that NESTs being experts in linguistic and target cultural knowledge while NNESTs being insightful and sensitive to the local educational system, students’ backgrounds, needs and learning difficulties.

It is worth special attention that along with the line of this last point, numerous studies have explored the respective strengths and weaknesses of NESTs and NNESTs. The following section turns to the literature on this specific topic to explore in more details the qualities of NESTs and NNESTs on the one hand, and to help shed further light on team teaching on the other.

NESTs V.S. Non-NESTs

Since the last decade, the widespread recognition of English as a global language has brought a lot of native English speakers into the work field of EFL

instruction in non-English speaking countries. In Taiwan, almost each commercial language school is now staffed with several NESTs because they can attract more students and help generate profit. It seems that NESTs are always viewed as ideal English teachers or intrinsically better qualified language teachers (Huang, 1997). However, the widely accepted thought of “native-speaker-teacher ideal” (Phillipson, 1992) has put NNESTs in a very unfair situation. NNESTs become less esteemed and are perceived as less competent even though it may not be the case. Thus, it has been hotly debated over whether native English speaking teachers are necessarily better than nonnative ones. In an attempt to give NNESTs a voice in their profession, more and more research has set forth to address the “native speaker fallacy” proposed by Phillipson (as cited in Liu, 1994). Comparison between NESTs and NNESTs has been made, and a number of attributes are identified to characterize both of them.

Arva and Medgyes (2000) conducted a study examining teaching behaviors of NESTs and NNETs and found that they are different in terms of their use of English, general attitude, attitude to teaching the language, and attitude to teaching culture. The findings showed that NESTs use English more spontaneously and confidently, adopt a more relaxed approach, have lower level of empathy, are less aware of students’ needs, and serve rich sources of target cultural information, whereas NNESTs have less confidence in English, adopt a more guided teaching strategies, empathize more with student difficulties, have more insight into students’ needs, have better grammatical knowledge, and supply less cultural information. While comparing themselves to NESTs, most NNESTs consider linguistic competence and target cultural knowledge hard or impossible to achieve. Reversely, NNESTs are endowed with the following qualities that NESTs think difficult to reach:

1. They represent imitable role models of successful English learners.
2. They have gone through the complex process of language acquisition and are aware of the differences between L1 and L2, so they are anticipative of and empathetic to students’ needs and learning difficulties.

3. They have first hand experiences of learning and using English as a second or foreign language, so they can share with students effective learning strategies.
4. They benefit from sharing the mutual language with their students.

(Medgyes, 1992; Phillipson, 1992)

It is clearly seen that native and non-native English teachers have their own strengths and limitations, and it is important to understand that such differences do not imply better or worse (Arva & Medgyes, 2000). Hence, some studies suggest the potentials for team teaching between NESTs and NNESTs (Gill & Rebrova; Carvalho de Oliveira & Richardson, 2001) in that they can build upon each other's strengths, learn from each other's talents, and eventually grow as professionals.

Summary

Teacher efficacy is an important indication of teaching behaviors and student outcomes. The impressive relationship between teacher efficacy and teaching/learning shown in the literature has inspired many researchers to conduct a series of studies over the past quarter of century. From studying the antecedence and subsequence of teacher efficacy, to inquiring into its development to understand how teacher efficacy might be enhanced for the better, the focus of teacher efficacy research has undergone such change. Following this shift, the research methodologies adopted have also moved from quantitative to qualitative approach, to illuminate more comprehensively the process involved in the formation of teacher efficacy.

With the implementation of team teaching between NESTs and NNESTs in Taiwan, and in view of the documentation on challenges and benefits that this practice brings about, it is intriguing to know what kind of impact this policy would have on participating teachers. In addition, when considering such an intercultural collaborative partnership being a very innovative idea to both parties, especially to primary school English teachers in Taiwan, more attention is deserved. Team teaching has its challenges and prospects. Good practices are not easy to

accomplish when considering all the subjective and objective conditions involved. Nevertheless, if NESTs and NNESTs are willing to open their minds to embrace the co-working opportunity, recognize and make good use of each other's talents, it is believed that the chances are high for them to overcome the difficulties lie ahead and grow both professionally and personally from the team teaching experiences.

Therefore, considering the significant role that teacher efficacy plays, and in light of the potential influence on teachers that an intercultural team teaching has, the purpose of this study was to investigate those involved to see how their sense of efficacy might evolve or change over the course of team teaching. Once again, this study aimed to address the following research questions:

1. How do the NEST and the Non-NEST's efficacy beliefs evolve over the course of sixteen-week team teaching?
2. What are the sources that contribute to participating teachers' efficacy belief evolution?
3. How are the NEST and the Non-NEST's efficacy beliefs reflected in their classroom practices over the course of sixteen-week team teaching?

CHAPTER 3

METHODOLOGY

The study employed a case study approach that investigated the evolution of efficacy beliefs of team-teaching teachers during their semester-long collaboration. The design of this study was qualitative in nature. Rich descriptions of the individual cases were acquired through semi-structured interviews, teacher's reflective notes, and field notes from classroom observations, with the help of questionnaire survey technique to facilitate the monitoring of development in participating teachers' efficacy beliefs. Detailed research methods will be described below.

Participants and the Setting

A local English teacher and her native English-speaking partner participated in this study on a voluntary basis. Each of them filled out a form (see Appendix A) requesting for the baseline data needed for this inquiry. Below are the two teachers' background information and a description of the setting. Throughout the study, pseudonyms were used to assure the confidentiality of the teachers and the school.

Miss Yen

Miss Yen, the local English teacher, has been teaching in this school for two years and has been teaching for a total of nine years. She was a homeroom teacher for the past seven years in another primary school, and it was until she came to this school that she started to teach English. She earned her bachelor's degree in elementary education. Currently she is teaching the 4th graders.

Miss Murry

Miss Murry, the native English speaker, is a certified primary

teacher from America. She earned her bachelor's degree in elementary education and used to be a homeroom teacher of first graders for two years in the United States. Although she's an experienced teacher, this is her first time to teach children who learn English as a foreign language.

Da-Da Elementary School

This school is constructed in 1998, a suburban elementary school located on the skirts of Taichung City. It accommodates around 2,100 students and 100 faculty members. English education is one of its school-based curriculum, and is introduced to students from the 1st to 6th grade. For the 1st and the 2nd graders, they receive one English lesson per week; for the 3rd, 4th, 5th, and 6th graders, they have two English lessons per week. As for the implementation of team teaching, to make the administrative work simpler and to accommodate both teachers' working schedule, only four out of the total nine 4th-grade classes received team-teaching instruction by Miss Yen and Miss Murry. Of the two periods of English classes per week for the participating 4th graders, one was team-taught and one remained for Miss Yen alone. That is, the participating teachers co-taught four classes that accumulated up to four collaborative teaching hours per week. So each class received approximately a total of fifteen team-taught lessons over the 16-week period. Besides, for this venture to proceed smoothly, Miss Yen and Miss Murry set aside four hours a week for pre and post class discussion.

Instruments

Questionnaire

In order to get an overview of participants' efficacy beliefs across different stages of their team teaching, quantitative data on each subjects' level of efficacy was obtained through the use of a modified Teachers' Sense of Efficacy Scale (TSES) (see Appendix B) developed by Tschannen-Moran and Woolfolk Hoy (2001). Given the solid theoretical foundation this instrument is grounded in, and a stable

factor structure it has, I chose Teachers' Sense of Efficacy Scale to help monitor participating teachers' efficacy evolution.

The TSES consists of three dimensions labeled "Efficacy in Student Engagement", "Efficacy in Classroom Management", and "Efficacy in Instructional Strategies" that encompass twenty-four statements representative of frequent and significant teaching activities that make up a teacher's work. However, the items are designed based on American context and are not tailored into any specific subject. Teacher efficacy has been defined as both context and subject-matter specific (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 1998). Therefore, after a close examination of the items, certain modifications were made in order to tap into the context of the current study. First, all the twenty-four items were reworded slightly so that they reflect the teaching of English in the EFL context. Second, eight new items were developed to assess teacher efficacy in "subject content knowledge", which is a dimension not included in the TSES but considered significant for language teachers, especially for NNEST. The reasons for adding this sub-domain are as follows. As indicated in Butler's (2004) study, English teachers' English proficiency could have impact on various aspects of their English teaching, "including the teacher's confidence, pedagogical skills, the content of their teaching, student motivation, and ultimately, students' success in acquiring English" (p.268). Thus, to be efficacious in teaching, it is very important for EFL teachers to be linguistically competent. In addition, as team teaching research reports, the English communication skills of NNESTs are improved through intercultural collaboration between native and non-native English speaking teachers (Carless, 2004). As a result, for the instrument to be able to reflect more comprehensively the participating teachers' efficacy beliefs, especially that of local English teacher within this team teaching frame, the dimension of "Efficacy in Subject Content Knowledge" was included.

A 9-point Likert scale is adopted for each item, ranging from 1—nothing, 3—very little, 5—some influence, 7—quite a bit, and 9—a great deal. Sample

item from each dimension includes:

- How much can you do to get children to follow classroom rules in your English class? (Dimension of efficacy in classroom management)
- How much can you do to help your students value English learning? (Dimension of efficacy in student engagement)
- How much can you do to adjust your English lessons to the proper level for individual students? (Dimension of efficacy in instructional strategies)
- How well can you do to teach English pronunciation to elementary school students in Taiwan? (Dimension of efficacy in subject content knowledge)

Pilot Study

To assure the reliability of the modified TSES, a pilot study was conducted. The questionnaires were distributed to 80 elementary school English teachers who attended an in-service teacher training workshop held by the school of the present study. Among the 53 returned questionnaires, 6 copies turned out unusable subject to the participants' failure to respond to all the questionnaire items. Therefore, only 47 questionnaires were valid for subsequent analyses. As seen in the Table, SPSS results showed that the overall Internal-Consistency Reliability Coefficients of TSES reached 0.95. With regard to each dimension, the internal-consistency reliability coefficient was 0.88, 0.90, 0.85, and 0.85, respectively, meaning this questionnaire obtained a high internal consistency reliability coefficient.

Table 1

Internal-Consistency Reliability Coefficients of Teachers' Sense of Efficacy Scale

Questionnaire Items	Cronbach's α
Student Engagement (8 items)	.88
Classroom Management (8 items)	.90
Instructional Strategies(8 items)	.85
Subject Content Knowledge (8 items)	.85
Overall (32 items)	.95

N=47

Interview Protocol

To gain a better understanding of the questionnaire survey results, a set of interview questions (see Appendix C) were developed to further explore the antecedents (sources) and consequences (classroom practices) of participants' efficacy beliefs with respect to the areas of classroom management, student engagement, instructional strategies, and subject content knowledge. The core questions that guided this interview included: What are the factors that strengthen the participants' sense of efficacy in certain domains? What are the factors that undermine the participants' sense of efficacy in certain domains? What instructional strategies do the participants implement in their English class? What classroom management techniques do the participants apply? What are participants' opinions about the relationship between English proficiency and English teaching? What are the benefits and setbacks that this team teaching brings to the participants? By asking these questions, it not only promoted the understanding of the sources of teachers' efficacy beliefs within this team teaching frame, but also provided the researcher an idea of the relationship between their efficacy beliefs and classroom behaviors. Also, in addition to using the pre-determined questions, the questions arising from classroom observations, were incorporated to help compile a more complete picture of the subjects studied.

Teacher's Reflective Log

The participants were provided with a sample reflective log and several blank forms (see Appendix D) on which they could take their time recording and reflecting upon their team teaching practices. They were suggested to keep reflective notes soon after each team-taught lesson, or the very night they returned home while the memories were still fresh. Reflections on certain questions were required, and they could also write down whatever came into their minds regarding the team teaching practices. The reflective logs helped enrich the data set and assisted the researcher to find out more about participating teachers' thoughts and feelings that probably were not able to be elicited by using interview techniques.

Data Collection Procedure

Data was collected from multiple sources: questionnaire survey, interviews, teacher's reflective notes, and field notes. To see how teacher efficacy might evolve over the sixteen-week long semester (February-June) of team teaching, the participating NEST and NNEST respectively filled out the English and Chinese version of the modified Teachers' Sense of Efficacy Scale at two time points—beginning and ending point—followed immediately by semi-formal, structured interviews to help elaborate the quantitative data and gain an in-depth understanding of the sources and influences on their efficacy beliefs. The interviews were conducted in English with the NEST, and in Chinese with the NNEST. During the interviews, subjectivity and personal bias were avoided as much as possible. The researcher would elicit participants' perspectives and thoughts by asking open-ended questions instead of inserting her own opinions or requiring confirmation from the NEST and NNEST. Besides, teachers' reflective notes were collected every other week. On-site visits to team-taught lessons were conducted periodically and field-notes were taken to help examine teacher efficacy in action and triangulate with other self-reported data.

Data Analysis Procedure

Quantitative Data Analysis

To answer the first research question, the scores of Teacher's Sense of Efficacy Scale were achieved by calculating the overall scores as well as the respective scores for each dimension. Items were coded such that the higher the score, the higher the efficacy, and vice versa. The highest score of each dimension is 72, and the lowest is 8.

Qualitative Data Analysis

To answer the second research question, interviews with the participants were tape-recorded and transcribed verbatim. Together with participants' reflective notes, these qualitative data were approached by using categorizing strategies. They were analyzed for evidence of (1) mastery experience (2) vicarious experience (3) verbal persuasion (4) and physiological arousal postulated by Bandura (1977, 1997) as the four main sources of information that contribute to the development of efficacy beliefs. At the same time, the researcher was open to the data set to avoid missing important phenomenon not belonged to the above predetermined categories. To answer the third research question, researcher's field notes, interview transcripts, and videotapes were revisited to see how teachers' efficacy beliefs were manifested in participating teachers' classroom practices. Last, as the data analyses proceeded, member checking was employed to ensure the integrity of the study, avoiding the possibility of misinterpreting the data.

CHAPTER 4

RESULTS AND DISCUSSIONS

The results and discussion are presented here in three sections in accordance with the order of the three research questions. The first section plots the NEST and the non-NEST's sense of efficacy involvement over the course of team teaching. The second section reports the sources accounting for the NEST and non-NEST's efficacy change, and the last section details how their efficacy beliefs are manifested in their classroom practices. The findings are then discussed under each section.

Efficacy Involvement in Team Teaching

Miss Yen and Miss Murry's efficacy involvement were examined based on two data sources: (a) their responses to the Teachers' Sense of Efficacy Scale and (b) the interviews. The scores they got on the TSES before and after the collaboration revealed that their efficacy went through some change over the course of team teaching. Meanwhile, the interviews with the two teachers also validate such change. Figures 1 and 3 below plot Miss Yen and Miss Murry's overall efficacy involvement, ranging from 0~288, with 0 indicating very low teacher efficacy and 288 indicating the highest. Figures 2 and 4 detail their efficacy involvement in four dimensions: student engagement, instructional strategies, classroom management, and subject content knowledge, ranging from 0~72. The researcher will first present Miss Yen's efficacy involvement in the following part.

Miss Yen's Efficacy Involvement

As Figure 2 shows, the overall scores in TSES suggest that Miss Yen's sense of efficacy was enhanced after team teaching, moving from 191 to 203. In particular, as Figure 3 details, Miss Yen's sense of efficacy raised in the area of "student engagement" and "subject content knowledge", while in "instructional strategies" and "classroom management", her efficacy remained the same.

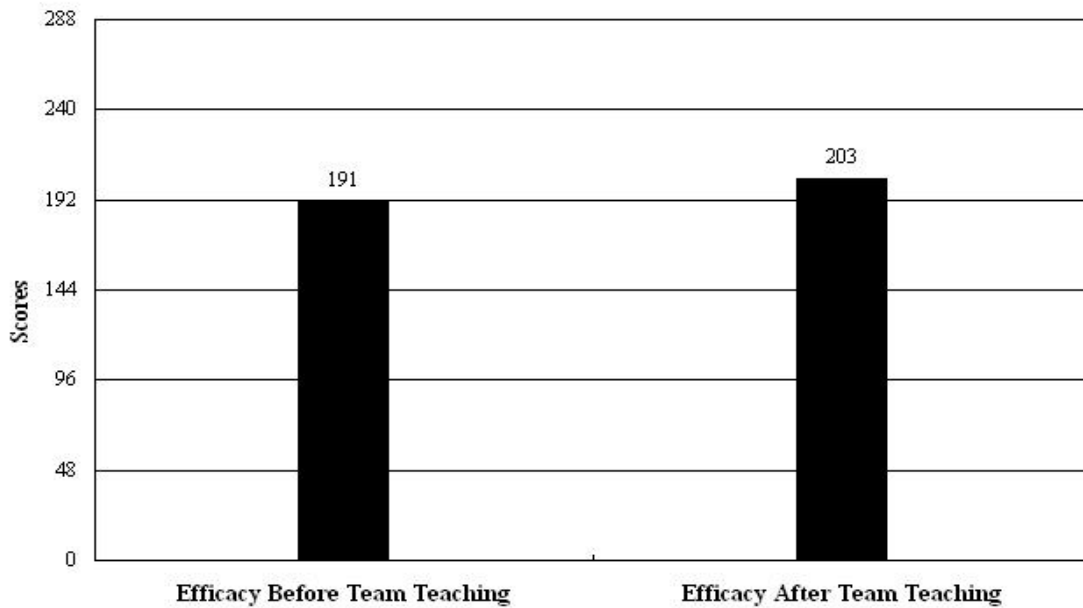


Figure 2. Miss Yen' s Teacher Efficacy Evolvement

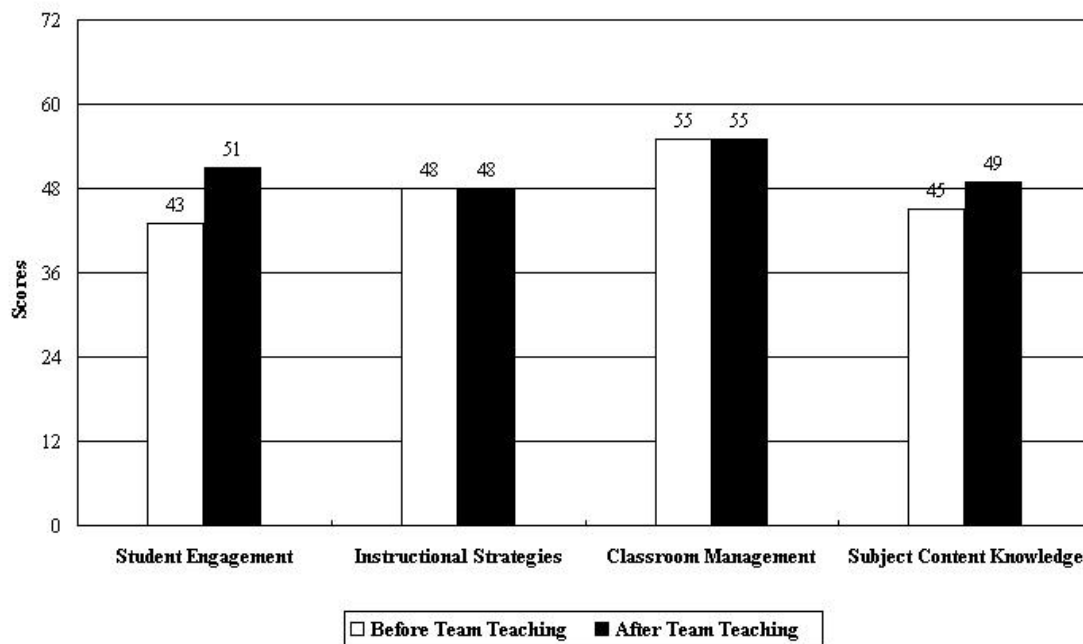


Figure 3. Miss Yen' s Teacher Efficacy Evolvement in Four Dimensions

While the questionnaire survey result provided a global view of Miss Yen' s efficacy development, the interview helped the researcher to further validate and gain an in-depth understanding of this inquiry. One thing worth attention is that Miss Yen was being modest when doing self-evaluation. She informed the

researcher that she was reserved when filling out the questionnaire because she thought there is always room for improvement. This implied that her sense of efficacy was actually higher than what has been reported on the current scale. From the interview, the researcher further discovered that after team teaching, Miss Yen's sense of efficacy has not only increased in "student engagement" and "subject content knowledge", but also in the area of "instructional strategies". As for "classroom management", her level of efficacy remained the same. Miss Yen stated:

Since Miss Murry came here to co-teach with me, our English lessons have become more diversified. Since our collaboration I have felt more confident in my instructional strategies as well as my ability to engage students. My English has improved, too. With regard to classroom management, this is the area I feel most competent in. I think I was already pretty good at it before I was engaged in team teaching. I know the discipline strategies to effectively handle the students and to control various situations.

Overall, she perceived positive development in her teacher self-efficacy, and felt more confident as an English teacher after this semester-long team-teaching practice.

Miss Murry's Efficacy Evolvement

As Figure 4 indicates, Miss Murry's sense of efficacy dropped slightly from 267 to 263 after team teaching. More specifically, as shown in Figure 5, her efficacy declined 25% from 64 to 48 in the area of "student engagement". Other than that, her level of efficacy rose in "instructional strategies" and "subject knowledge", and remained the same in "classroom management".

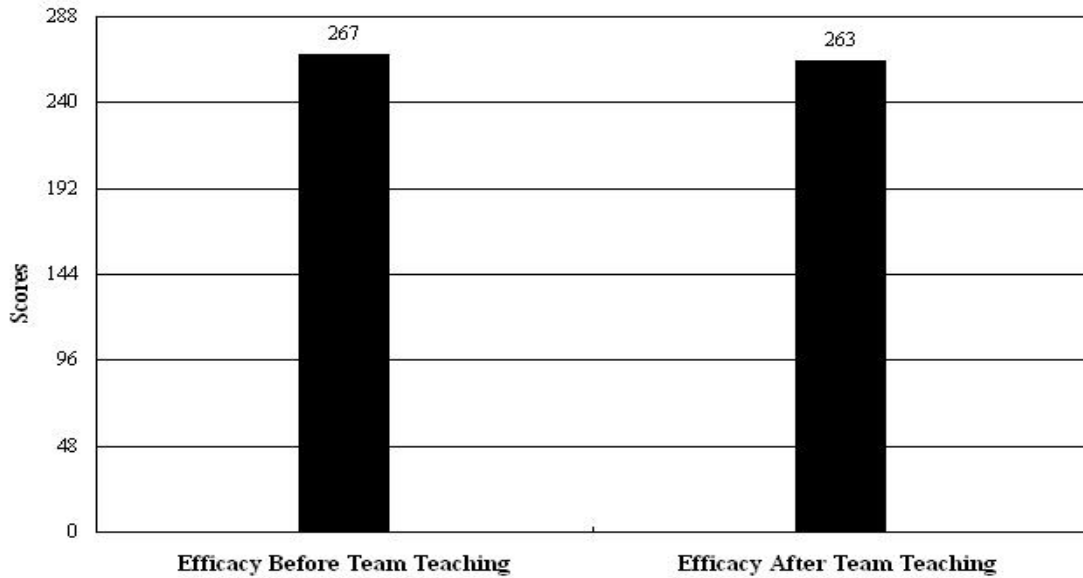


Figure 4. Miss Murry's Teacher Efficacy Evolution

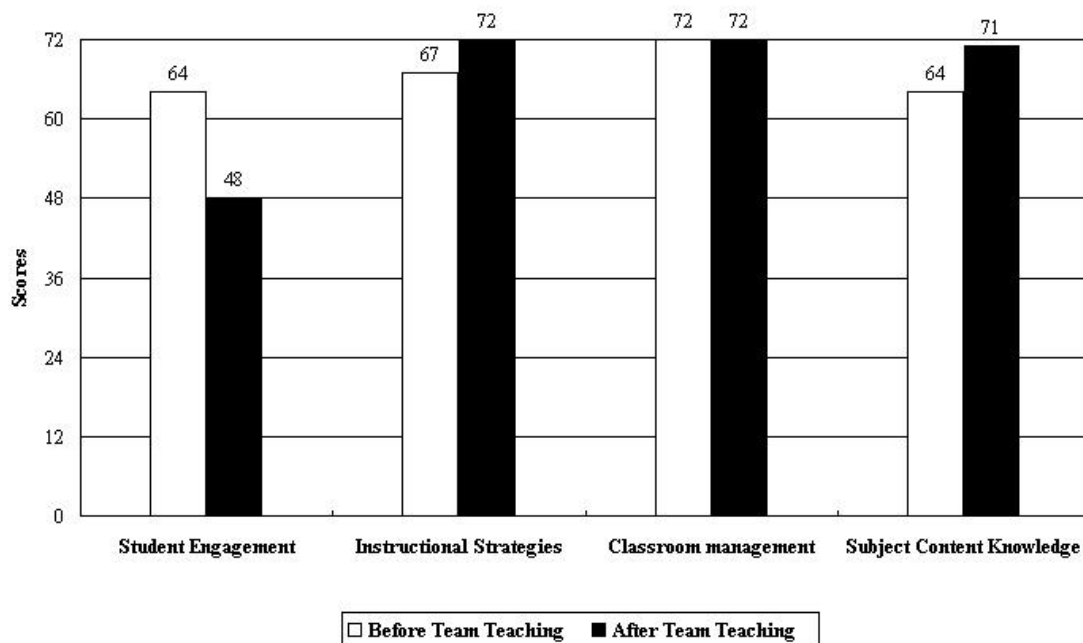


Figure 5. Miss Murry's Teacher Efficacy Evolution in Four Dimensions

The questionnaire results suggest that Miss Murry was a highly efficacious teacher. Except for the drop of her efficacy in “student engagement”, Miss Murry gave herself either full marks or near full marks in the other three areas after team teaching. Her high level of efficacy in these three areas can also be told from the interviews with her. During the interview, she expressed a great deal of confidence and passion for teaching. For example, Miss Murry thinks that teachers have the

power to change lives. Teachers can either change for the good, or change for the bad. In addition, she placed great emphasis on classroom management by saying that “If you’re not good at discipline, your kids aren’t going to learn. And if your kids don’t learn, you are not an effective teacher.” She applied various instructional methods as well. She said, “There are lots of activities that we did. I didn’t use one way to teach. I try to use different ways because kids learn differently.”

Overall, she held a positive attitude toward this collaboration and thought it was a good experience for her and enabled her to teach more competently and effectively in Taiwan.

Discussion on Miss Yen’s and Miss Murry’s Efficacy Evolvement

It is rewarding to discover that team-teaching helped enhance Miss Yen’s teacher efficacy. Although the increase in her sense of efficacy is not considerable, Miss Yen gave the researcher a resounding “yes” when asked whether she thought her capability as an English teacher had progressed, and whether she would like to continue such a practice in the future. With regard to Miss Murry, it is equally satisfying to know that her efficacy has grown in three out of the four areas, even though there is a drop in her efficacy in student engagement. Like Miss Yen, Miss Murry would love to take part in team-teaching if the opportunity arises in the future.

To sum up, Miss Yen and Miss Murry thought positively about this cross-cultural collaboration and perceived gains in their teacher self-efficacy, especially Miss Yen, whose sense of efficacy has grown in almost every dimension under discussion. It is also important to notice that even though Miss Murry’s score on the Teacher’s Sense of Efficacy Scale is relatively high when compared to Miss Yen’s, it is not a clear indication of who is better or worse, as they were using very different standards with which to evaluate themselves that the Taiwanese teacher tended to be more reserved than the American teacher.

The reasons accounting for their efficacy change will be detailed in the next section. Now I will talk about the sources that contribute to their efficacy change.

Sources of Efficacy Beliefs in Team Teaching

The factors that contribute to the participants' efficacy change were analyzed through the interviews and from their reflective logs. In respect to the four dimensions, the reasons that shaped Miss Yen and Miss Murry's efficacy beliefs are amplified accordingly.

Miss Yen's Sources of Efficacy Beliefs

Student Engagement. Team teaching enhanced Miss Yen's sense of efficacy in this area. Miss Yen stated that before she was involved in team-teaching, she tried hard to get students involved and motivated when learning English. She shared her learning experience with the students, hoping to help the students value English and realize it has a connection to their everyday life. She also made use of her lunch period to teach individual student who had fallen behind. She is a passionate and caring teacher. However, in addition to having to take care of more than 300 students, she has a heavy administrative workload which includes such responsibilities as assisting with various English competitions. Because of these reasons, Miss Yen was unable to assist as many students as she would have liked, both inside and outside of class. Therefore, she sometimes felt powerless. After Miss Murry joined her, Miss Yen's efficacy in student engagement raised a little. Working with a NEST not only made Miss Yen experience a very different teaching style, but helped ease the workload during the lesson. During that time, they cooperated by spending a lot of time preparing and reflecting on their work. "Students benefit from our team work. It was through such collaboration that I was forced to learn and grow", Miss Yen said. Most importantly, team-teaching helped to lighten the workload in class. Two teachers could take turns leading the lesson. While one was teaching, the other could help check on students' engagement in the

classroom activities. As Miss Yen noted, “Although I can engage students pretty well by myself, somehow I feel we achieve more and get better results by working together rather than working alone.”

With the participation and assistance of a teaching partner, Miss Yen became more able to help each individual student in class, enhancing her sense of efficacy in this area.

Instructional Strategies. Team teaching promoted Miss Yen’s sense of efficacy in instructional strategies. Before team-teaching, Miss Yen’s teaching was very much confined to the school curriculum and the textbook used. The exam-driven style and insufficient class hours at school made her feel pressured and gave her a sense of powerlessness. She had no choice but to rush the lessons in order to get students ready for the school tests. Hence, some students became test-oriented, only interested in learning the item that may appear in the next day’s test. As a result, Miss Yen felt troubled and was unable to see any room for her to diversify her instruction. In addition, her limited English teaching experience also affects her sense of efficacy in instructional strategies. As she noted:

I usually work straight from the book. I’d lead my students through the text, and explain the meanings and the grammatical points to them. If it were not for all those school tests that the kids have to take, I would prefer using children’s books as a means of instruction. They are much more fun to teach, and you know, they have that repeated nature. After the kids read the stories, they would acquire the major sentence structures. Anyway, the reality is, all my time is tied up by the school curriculum. I really don’t like that. Don’t you think the sentences in our textbook are boring? So far I have found it difficult to come up with different ways of teaching this material. The other thing is, I am still fairly new to teaching English. When I have more autonomy and more experience, I think I will do better.

Fortunately, team teaching helped enhance Miss Yen’s sense of efficacy in this area. By working closely and collaboratively with Miss Murry, their English

lessons became more interesting and diverse. In addition, the sharing of responsibilities in class enables Miss Yen to evaluate learners more often and to carry out evaluations more promptly after each lesson. In her words:

When I taught by myself, I wouldn't bother to come up with so many classroom activities. You know, I have eight classes to teach, which means I have to teach the same thing eight times a week. It's just boring. But since Miss Murry came here, she has suggested a variety of methods and activities that we can use to enhance our teaching. Through working together, we are able to spare more time to assess the student's learning after each lesson. We give the students worksheets and each of us can take care of half of the class. So each individual student can get prompt feedback. I think this is great for the students. I wouldn't be able to do this without a teaching partner.

Overall, I found that my instruction became more diversified than before. I also found it more enjoyable to teach.

The nature of team-teaching requires two people to share ideas and develop team spirit. Through the exchange of teaching experiences with a foreign partner, Miss Yen was able to acquire new knowledge and varied methods in English instruction. Along the way, their teaching style and methods of instruction worked well, which in turn strengthened Miss Yen's efficacy beliefs.

Classroom Management. Miss Yen's sense of efficacy in classroom management remained the same before and after team-teaching. As the first section noted, Miss Yen feels most competent in her classroom management skills. Having been a homeroom teacher for seven years and then an English teacher for two years, she has accumulated a lot of experience in managing different classes. She stated that personal experiences, and being able to observe other teachers' methods, are the main factors contributing to her confidence in this area. She further explained:

I've taught for many years and met many different teachers. My confidence comes from my own experiences and sometimes from other teachers'

demonstrations. After I observe other teachers, I adopt some of the effective methods they use and integrate them into my own teaching. I always know the appropriate methods to use in order to manage my class.

Being very positive about her classroom management skills, Miss Yen's beliefs about her ability in this area were very stable, not influenced by the team-teaching experience.

Subject Content Knowledge. After team-teaching, there was a slight increase in Miss Yen's efficacy beliefs in this dimension. The interview results revealed that she felt more capable in teaching English and using English. She pointed out that when she made mistakes in pronunciation, Miss Murry would correct her in private. During the four-month team-teaching process, Miss Yen agreed upon Miss Murry's suggestion that she should use more English and less Chinese so the students could have more exposure to the target language. Therefore, not only did she have to communicate everything with Miss Murry in English, but also had to give the lesson by using more English than she used to. In her words:

Overall, in speaking, I have made some progress in my English proficiency and English teaching. I wouldn't say it is a huge progress since Miss Murry and I only spent four months together. I need to keep advancing my English ability especially in listening and speaking. Nevertheless, compared with other teachers, I think I am more confident now because I have had this experience.

Working with a NEST for only a short period of time did not cause rapid progress of Miss Yen's English ability. However, it did help her feel more at ease and confident teaching and communicating in English after this team-teaching experience.

Miss Murry's Sources of Efficacy Beliefs

Student Engagement. Miss Murry's sense of efficacy went down a lot in this area after team teaching. Before she was engaged in team-teaching, Miss Murry revealed a great deal of confidence in her ability to engage students based on her

past successful teaching experiences in the United States. She firmly believes that there is a lot teachers can do, and teachers have the power to bring positive effects on students. During the interview, Miss Murry stated that being very positive with the students is her number one strategy to keep students engaged. She encourages her students a lot, reassures them that they are continuing to do better, and makes sure her feedback is not always negative. In addition, if the students were performing below expectations, Miss Murry would cautiously evaluate the situation and then help students overcome their difficulties. However, after she was involved in this cross-cultural team-teaching, she found out that not being able to effectively communicate with the students in Chinese limited her ability in this area considerably. Even though Miss Murry realized, in the end, that language wasn't always a barrier. She knew it didn't take language to show that she cared and wanted the students to learn. She considered it hard to engage the students for the whole 40 minutes without Miss Yen. She did not feel confident or capable enough if she had to teach the class by herself, explaining:

Maybe I was making too much of a comparison between working with English-speaking kids from the States, whom I could engage because I was able to talk to, and Chinese speaking kids. I am limited in what I can do because of the language, needing my team teaching partner to help out. To engage students, I mean, you can engage students for a certain length of time, uh, anyone can engage students for any length of time, for a small length of time. But when you do 40 minutes of class, you really need someone who's able to finish, pulling into together.

Besides, when facing the students who were not interested in learning or who are being unfocused, Miss Murry continued, "I think it would have been useful to have Chinese language, do you know, just to make small talk with the ones who really didn't care about it." In addition, Miss Murry expressed the same feelings in her reflective log, writing down "I really appreciate the way that Miss Yen interacts with the students. The students respond very well to her style of teaching. I hope

to be able to communicate more like that. However, not being able to speak Chinese makes it very difficult.”

Although Miss Murry put her best into it, Miss Yen was the one who was able to build the bridge. Therefore, language became the main barrier, lowering Miss Murry’s sense of efficacy in this area.

Instructional Strategies. Originally feeling competent enough, Miss Murry’s sense of efficacy in this area became even higher after team teaching. The interview shows that she is a very skillful and reflective teacher. She constantly evaluates and reflects on her teaching in order to be a more effective teacher. As she told the researcher, “Not all problems are the kids’ problems. You know you first have to look at yourself. Am I doing my job right? If I am not doing my job right, what do I need to change?” Continual reflection is what she does all the time. In addition, Miss Murry tries not only to use what she knows works, but to sometimes use new methods and activities to get students’ attention. She doesn’t use the same methods over and over again because students would get bored. She puts stress on developing students’ thinking skill, too. In class she draws students in and makes it interactive. “It’s not just about me talking to them, it’s about them talking to me”, Miss Murry said. When she came to co-teach with Miss Yen, initially she was not sure how to teach English to the Taiwanese students. She had no idea about what the students’ previous experiences were, and how they learn best. However, based on her teaching experiences in the States and with Miss Yen’s help, she was able to find ways to apply her knowledge to this context, and came up with activities that were effective and acceptable for the students. For instance, she put emphasis on varying the lessons to make their teaching more appealing to the students. They did songs, games, plays, and activities. Besides, unlike Miss Yen, Miss Murry preferred making students think, rather than directly giving them the right answer. She said, “I think how Miss Yen was trained was to get the answer, and to get the response. We need to give them time, response time, at least 7 seconds, just get the wheels turning or to practice getting them turning.” Gradually

she found her instructional strategies worked and things came around. By getting the knack of the right way to teach, Miss Murry felt more efficacious in this area after team-teaching.

Classroom Management. In this area, Miss Murry's level of efficacy did not change after team-teaching. Similar to Miss Yen, Miss Murry perceived herself to be good at classroom management. She gave herself full marks and showed great confidence. She believes classroom management is fundamental to successful teaching. Her words revealed that she is good at managing the class, and knows ways to handle different discipline problems. For example, she set the expectations for the students and is able to follow through. She gives the students consequences when they don't follow the rules. Miss Murry stated "I believe first you have to manage the kids and then you teach them, you can't teach and then manage". Accordingly, Miss Murry applied what she knows to this team-teaching situation. During the process she was able to put her theories into practice. Miss Murry felt confident and her level of efficacy in this area remains unchanged.

Subject Content Knowledge. As with Miss Yen, Miss Murry's sense of efficacy in this area raised a little after team-teaching. Having no experience in teaching English to EFL students, Miss Murry did not know if she would be able to do it here even though she has taught language arts to first graders in the United States. During the team-teaching process, she came to realize that it helped to apply her past experiences in teaching listening, speaking, reading, writing, grammar, and vocabulary. With Miss Yen's help, Miss Murry discovered that she had to go at a slower pace to clearly illustrate the meaning of things, and use more repetition so that the Taiwanese students were able to comprehend the lesson. Among all the language skills, Miss Murry only felt troubled about teaching pronunciation because she did not have to specifically teach it to American children. She explained, "When they [the Taiwanese students] did it, like, when they said 'grap' instead of 'grape', it's a big class, and I don't know exactly what I could do with them. I wish I had known a few more techniques, activities to do, practice drills, uhm, things to

give them to say”. Thus, detecting her own inadequacy, Miss Murry expressed a desire to receive professional training in pronunciation instruction. Other than that, overall she felt more competent in this area after team-teaching because she’s found a way to correctly apply her knowledge to teach English to Taiwanese students.

Discussion on Sources of Efficacy Beliefs in Team Teaching

Team-teaching blends two people’s ideas, strengths, weaknesses, personal traits, and energy together. It adds more flavor and fun to teaching. During the process, Miss Yen and Miss Murry’s collaborative efforts brought each other’s sense of efficacy to another level. Most were positive. As literature indicated, there are four sources that build one’s sense of efficacy: mastery experiences, physiological arousal, vicarious experiences, and verbal persuasion (Bandura, 1977, 1997). The researcher found out that mastery experiences played a major role in shaping the participants’ efficacy beliefs in team-teaching. Meanwhile, verbal persuasion also had an effect on the development of their beliefs about their abilities. Also, vicarious experiences, though not identified by the participants as a major source of efficacy change, might have certain influence on their efficacy evolvement. The table presented below gives a brief overview of Miss Yen’s and Miss Murry’s sources of efficacy development in three dimensions, leaving out the dimension of classroom management because both of their efficacy level in this area remained unchanged after team-teaching.

Table 2. Sources of Miss Yen's and Miss Murry's Efficacy Evolvement in Team-Teaching

Participants' Sources of Efficacy Beliefs Efficacy in Three Dimensions	Miss Yen		Miss Murry	
	Sources	Example	Sources	Example
Student Engagement	Mastery experiences (Successful performance)	Team-teaching eased Miss Yen of her workload in class. She felt more able to engage and help the students.	Mastery experiences (Failure experiences)	The language barrier hindered teacher-student communication, leading to a sense of frustration.
Instructional Strategies	Mastery experiences (Successful performance)	Team-teaching helped Miss Yen's instruction become more diverse. She found it more enjoyable to teach.	Mastery experiences (Successful performance)	Miss Murry successfully applied her knowledge and past experience to teach EFL students.
Subject Content Knowledge	Mastery experiences (Successful performance)	Working with an American partner enabled Miss Yen to use English more often in and out of the class. Her English ability improved.	Mastery experiences (Successful performance)	The application of prior knowledge and experience made Miss Murry teach more confidently and successfully.

Note ¹“Verbal persuasion” fostered both teachers’ sense of efficacy and sustained their partnership throughout the whole process. ²“Vicarious experiences” were not perceived by both teachers as a source of efficacy change but might also have incidental influences.

As the table displays, mastery experiences were the main reasons for the participants' efficacy change in team-teaching. Successful performances raise efficacy beliefs, while failure experiences lower efficacy beliefs (Bandura, 1977, 1997). To Miss Yen, the school curriculum, heavy workload, inadequate English teaching experiences, and less confidence in English were the primary factors that jeopardized her teacher self-efficacy before she took part in team-teaching. Upon discovering that she had to work with a NEST, she felt nervous. However, Miss Yen opened her mind and took the challenge. Through collaborating with a qualified American teacher, Miss Yen experienced a more diverse way of teaching, and was able to learn English from a native speaker in a natural and interactive way. This corresponds to the literature that team-teaching helps the local teachers diversify their instructional strategies and enhance their English proficiency (Carless, 2004a; Arva & Medgyes, 2000). In addition, although the problem of a heavy administrative workload still existed outside of the class, in class Miss Yen was more able to take care of each student with the assistance of a teaching partner. It was through these collaborative efforts that Miss Yen gained enjoyable and successful teaching experiences, raising her efficacy beliefs in teaching English.

Turning to Miss Murry, as a novice in teaching EFL students, she was also frightened and nervous about team-teaching at the beginning. She did not know if she could really do it. Not being fluent in Chinese, she was unsure of herself in a situation where she was able to communicate with others around her. What she could rely on was her two years of teaching experience in the United States, and her common sense regarding teaching. Despite these worries, she decided to take the plunge and did it to the best of her ability. Even though the language barrier, as Miss Murry perceived, hindered her communication with the students and made her feel less effective in engaging the students, with Miss Yen's support, Miss Murry was able to apply her prior experiences to this context successfully, boosting her sense of efficacy in the other two areas as a result. One thing worth notice is that, in the researcher's opinion, Miss Murry's lack of teaching strategies in EFL context might

be another factor lowering her sense of efficacy in student engagement other than language barrier itself. The classroom observation showed that Miss Murry made an effort to modify and simplify her language when she was teaching, but not to the extent that every student could understand her well. Therefore, the lack of teaching strategies might also be one of Miss Murry's failure mastery experiences besides her Chinese language ability.

It can be inferred that mastery experiences indeed are the most powerful sources in shaping one's sense of efficacy (Bandura, 1977,1997). Most importantly, it should be noted that it is not one single individual's efforts that can help participants form positive mastery experiences in team teaching. Instead, it is through two people's devotion that successful performances were achieved. If one of the team-teaching teachers does not want to cooperate or contribute, the researcher believes that the results might be very different. In other words, their teacher efficacy might be threatened as a result.

Beside mastery experiences, verbal persuasion also played a role in fostering their sense of efficacy and sustaining their partnership throughout the whole process. Verbal persuasion includes performance feedback from supervisors, other teachers, or students. A persuasive boost is likely to mobilize greater effort and persistence (Bandura, 1977, 1997). In the interview, Miss Yen told the researcher, "I think it is great that we show respect for each other's opinions during the process. We trust and encourage each other". On the other hand, Miss Murry also expressed the same opinion by saying that, "She [Miss Yen] inspired confidence. She's like, 'You can do it! Go for it', you know, pushy in that sense. It was a good pushy. She was supportive and we encourage each other. I couldn't imagine doing this by myself at all". Although verbal persuasion is recognized to be weaker in enhancing and creating an enduring sense of efficacy (Bandura, 1977, 1997), the researcher finds that it is a crucial element in supporting and constituting a powerful bond for the team-teaching teachers. After all, all teachers need verbal encouragement when they teach by themselves, let alone when they take part in such a challenging task. What

they need is not only action, but a strong team-spirit and continual verbal support from their teaching partner.

Although mastery experiences and verbal persuasion were regarded by participants as the two strongest sources that led to their efficacy change, vicarious experiences might also come into play and have minor influences. Vicarious experiences refer to the skills gained by watching others demonstrate or perform. Comparing to teaching by oneself, team-teaching teachers in this case had a handful of opportunities to watch each other teach. When one was teaching, the other was either watching or assisting. Some teaching skills or knowledge could be gained from observation. Although Miss Yen and Miss Murry themselves did not perceive this as a main source of their efficacy change, they might have learned something from each other incidentally through such observational process.

All in all, Miss Murry's participation brought in something different to elementary English education, and Miss Yen was the one who was able to lead her in. The NEST brought in new ideas, instructional strategies, and cultural information, while the NNEST became the bridge, being insightful to students' needs and learning difficulties, just like Miss Murry commented, "Miss Yen was someone I could bounce ideas off, being able to know the culture, how to apply things, how to fit things in. She knows the local language and knows the kids better, so she's able to be the bridge. I think that really helped". So both know how to appreciate each other, and then they can identify their strengths and build on them, and minimize their weaknesses. What's more, to truly benefit teachers and students in team-teaching, it is important for both parties to have flexibility, mutual trust, positive attitudes, and respect for each other (Struman,1992; Wada, as cited in Reiko and Lee, 2001; Tajino & Tajino,2000; Carless, 2004b; Gill & Rebrova, 2001). Corresponding to the literature, Miss Yen and Miss Murry's mutual trust and open-minded attitude toward team-teaching served as the first step to a harmonious partnership. Their enthusiasm to develop the partnership and willingness to share personal strengths and weaknesses, especially for the NNEST to reveal her limitations in English, were key to successful intercultural

cooperation. Under such circumstance, they supported each other and created successful mastery experiences for each other, leading to a higher sense of efficacy and professional growth.

Classroom Practices in Team Teaching

This section elaborates on how the participating teachers' efficacy beliefs are reflected in their classroom practices. Data was analyzed from the researcher's field notes, interview transcripts, and videotapes. Following the same fashion, the researcher will present her observations of the two teachers' classroom practices in these four areas accordingly—student engagement, classroom management, instructional strategies, and subject content knowledge.

Miss Yen's and Miss Murry's Classroom Practices

Student Engagement. In motivating the students' level of interest and desire to learn, the researcher observed that Miss Yen and Miss Murry had much in common. Their efficacy beliefs were manifested as follows. First of all, both teachers encouraged students a lot. When students behaved or responded well, Miss Yen and Miss Murry never hesitated to praise them by saying, "You guys are getting good", "Good job", "You guys are doing very well", or "Excellent", or invited the class to give themselves or their classmates a big hand. Second, they were very positive with the students and gave them confidence. For example, when handing back midterm test sheet, they complimented some low-achievers on their progress even though they only got a sixty or even a failing grade. What they cared about is how well students have learned rather than how well they scored the test. In addition, they celebrated the small things and encouraged students here and there, making them believe that they could do well in English. Third, both Miss Yen and Miss Murry put away the image of an authoritative figure and turn themselves into "clowns" when needed. Instead of wearing a straight face all the time, they used funny expressions or body languages to draw students in. For example, Miss Yen and Miss Murry would act

out the word “crowded” by putting their arms around each other’s waist, and squeezing themselves really tight together. When introducing the word “hop”, Miss Yen would squat down, and imitated a rabbit jump. When teaching the word “strong”, Miss Murry would show off her muscles, pretending that she was in a bodybuilding competition. When playing games, they played harder than the students. When singing English songs, they sang louder than the students. They did a lot to keep students engaged, encouraging them to enjoy learning English. Although Miss Yen and Miss Murry had the above in common, one thing that really distinguished them was their Chinese language ability. To get students involved, Miss Yen was able to make small talk with them from time to time. For instance, there were times that the students questioned whether they would be tested on the certain items covered in class. On hearing it, Miss Yen explained to the students the importance of learning English, letting them know that learning English was not for the sake of “taking tests”, but for their own good. Also, for those slow learners, it worked better to teach them by using Chinese instead of English. There was one time when Miss Murry tried to help out a low-achieving student with his worksheet. She spoke to him and taught him patiently by using English. However, the student didn’t seem to understand a word at all. Frustration soon appeared on Miss Murry’s face. As a result, unlike Miss Yen, not being able to communicate with the students in Chinese limited Miss Murry’s ability to a certain degree. But overall, the participating teachers were very enthusiastic about teaching. They let their passion for the subject and for students be visible.

Classroom Management. The classroom visits and interviews revealed that Miss Yen and Miss Murry also shared a lot in common with regard to their ways of managing the class. Feeling confident and efficacious enough in this area, both regarded good discipline as important to student learning, so they set clear expectations and went over the rules on the very first day of team-teaching. For example, students needed to get used to following a routine which only allowed them to have their textbooks, pens, and name cards on the table when they had English

class. Nothing else should appear on their desks but these three things. In addition, during the class, everyone should stay on task. Whenever someone was being disruptive, talkative, or not paying attention, Miss Yen and Miss Murry would stop the misbehavior and gave the student consequences right away. They applied similar discipline strategies to handle undesirable behavior. Both teachers established the rules and were able to follow through consistently. For instance, they gave verbal warnings, called on the students, knocked on their desks, walked around the room, maintained eye contact, took away the items they were playing with, or waited silently until students returned their attention back to the task at hand. The participating teachers demonstrated effective classroom management skills, so students abided by the classroom rules and behaved well throughout the semester.

Instructional Strategies. Over the course of team-teaching, the participating teachers' efficacy beliefs were reflected through the diverse instructional strategies in class. They would come up with various strategies to teach the same concept so that students had sufficient practice, and at the same time would not get bored. Take the phonics session for example, when they taught the beginning sounds /cr/ and /gr/, students were firstly made to come up with words like cry, crown, grill, and grape that begin with these two sounds. It helped link the sounds with words and expanded the students' vocabulary. Next, in reverse, students were given flashcards with these words on. They needed to match them with the right beginning sounds on the blackboard. So they should be able to tell that "cry" and "crown" start with /cr/, while "grill" and "grape" start with /gr/. In this way, it helped reinforce the new information being introduced. Thirdly, students needed to say the words aloud as soon as they saw the corresponding pictures, which in turn helped connect words with their meanings. Besides visual and auditory stimulation, the students' kinesthetic system was also activated. They should be able to differentiate these two sounds by using designated movements to respond. For example, when they hear the /cr/ word such as crab and cream, they had to "stand up". When they hear the /gr/ word such as green and ground, they had to "sit down". These variations in activities were used

interchangeably in their phonics and vocabulary instruction. Furthermore, Miss Yen and Miss Murry also used songs, games, story-telling, and role plays to teach. Students had a lot of fun. The multiple means of delivering instruction was beneficial to all learner styles and modes.

In addition to the various teaching methods they applied in class, the researcher found that both teachers were good at crafting questions. Rather than giving students yes-no questions all the time, both Miss Yen and Miss Murry raised open-ended questions more often. The questions Miss Yen raised were “What’s a printer for?”, “How does a librarian help people check out books?”, “What do you have to do if you are poisoned by a jellyfish?”, “When is the Dragon Boat Festival?”, and “What’s [are] your hobbies?”. The questions Miss Murry raised were “What’s a bridge?”, “What do you do in the library?”, “What’s another word for rabbit?”, “What’s special about the whale?”, “What’s special about the hermit crab?”, and “What’s the difference [between these two posters]?”. Open-ended questions like these nurtured students’ thinking skills.

Among all the instructional strategies that Miss Yen and Miss Murry have applied, an interesting phenomenon was observed. Comparing the two teachers, Miss Murry focused more on students’ thinking “process” while Miss Yen paid more attention to the “product”. When asking students questions, Miss Murry gave students time to think and waited for their answers. On the contrary, Miss Yen wanted to get the students’ response within a very short time. Especially for some questions that required a longer response time, Miss Yen tended to tell students the answers if they did not respond in a few seconds. Therefore throughout the team-teaching process, the researcher found that there were times that Miss Murry signaled Miss Yen by saying, “Shhh, don’t say the answer, I want them to think about it”. In addition, Miss Murry said during the interview, “She [Miss Yen] wants them to get the right answer. I think she’s more concerned with the answer, whereas I am concerned with the process to get the answer”. Although such a gap existed in the two teachers’ styles, it is interesting to see these two different viewpoints trying to

work together.

Subject Content Knowledge. The field visits and the interview showed that the two teachers' sense of efficacy in this dimension was reflected through their own strengths and limitations as a NEST and NNEST. As a native speaker of English, it follows that Miss Murry used English correctly and confidently. Besides, she served as a good role model of English pronunciation and intonation. However, Miss Murry was less effective in teaching grammar and reading for she was unable to use Chinese in order to explain or make connections. Therefore, what she was mainly responsible for was phonics and vocabulary instruction. On the contrary, although being less confident in English, Miss Yen was more effective in teaching grammar and reading. Even though Miss Yen occasionally made minor mistakes in English, because she shared a mutual language with the students, she was able to explain the rules and the text to students explicitly and effectively in Chinese. As a result, over the course of team-teaching, Miss Yen took care of most reading and grammar instruction. Of course, it was not always a clear cut as to how the responsibility was shared. There would be some overlapping or transitional moments in which Miss Yen had to do a little bit of pronunciation or phonics instruction, and Miss Murry had to do a little bit of reading or grammar instruction. But overall, knowing the strengths and weaknesses of themselves as a NEST and NNEST, Miss Yen and Miss Murry shared different parts of the lesson, complementing each other by building upon each other's strengths.

Discussion on Miss Yen's and Miss Murry's Classroom Practices

The classroom practices that Miss Yen and Miss Murry demonstrated show that both teachers are very dedicated and passionate about teaching. They share much in common yet differ in certain aspects with respect to their teaching behaviors and practices. Some of them suggest a higher sense of teacher efficacy while others suggest a lower one. The researcher will firstly discuss their common teaching behaviors, and then talk about the differences, and how they are related to the

participants' teacher efficacy.

As the researcher observed, Miss Yen and Miss Murry have very much in common with regard to their classroom practices. In the area of student engagement, they encourage the students as much as possible, and never criticize them on their performances or errors. Instead of being over controlling all the time, they let go of the teacher image from time to time to draw students in. In the area of classroom management, they are strict but not to the point of being harsh. Therefore students show respect for the teachers and follow the rules well. In the area of instructional strategies, they use various methods to teach, trying out different activities like games, songs, and plays to meet students' needs, and they raise good questions to stimulate the students' thoughts. In the area of subject content knowledge, they were able to recognize and minimize each other's weaknesses as a NEST and NNEST in order to make use of each other's talents. Most importantly, they demonstrated a great passion and love for teaching. Both expressed a strong willingness to participate in team teaching again if the opportunity arose. Without such commitment, they would not have made it this far in this cooperative relationship. The literature indicates that teachers who are high in efficacy are less critical of student errors (Gibson & Dembo, 1984), are more enthusiastic about teaching (Guskey, 1984), use a more humanistic and less controlling approach to teaching (Graham, Harris, Fink, & MacArthur, 2001), are more willing to implement instructional innovations to meet their students' needs (Guskey, 1988; Stein & Wang, 1988), and have a higher level of professional commitment (Coladarci, 1992). So it can be inferred that the above teaching behaviors are a reflection of high teacher self-efficacy.

While their high sense of teacher efficacy is manifested through the above common teaching practices, their less efficacious sides are also reflected through certain teaching behaviors, balancing against their high sense of efficacy. For Miss Murry, not being able to promptly understand or effectively communicate with students in Chinese upset her sometimes. She was less effective when engaging students who complained about the test or had problems learning English. She had

to rely on Miss Yen's translation to understand the real situation. Unable to provide firsthand help, she looked disturbed, as she stated, "I do still get a little frustrated when I don't understand what is going on in the classroom because I don't understand Chinese". Therefore, in the area of student engagement, Miss Murry's sense of efficacy is threatened to a considerable degree even though she knows how to motivate students' interest and desire to learn. Other than that, Miss Murry showed confidence and demonstrated great control in the other three areas throughout the team teaching process.

As for Miss Yen, her inferior English proficiency is evident. She made small mistakes either in pronunciation or spoken English, and sometimes was unsure of herself when speaking English. The good thing is that through closely collaborating with a native speaker of English, the researcher found that Miss Yen became more aware of her own weaknesses as time went by. For example, when coming across vocabulary in the reading text with difficult pronunciation, Miss Yen would invite Miss Murry to demonstrate thus allowing the students to acquire more authentic and beautiful pronunciation whilst allowing herself to do self-correction. As Butler (2004) indicated, English teachers' English proficiency could have impact on the teachers' confidence, pedagogical skills, and students' success in acquiring English. Although there's no standardized test to show exactly how much progress Miss Yen has made, the researcher discovered that, at the end, she spoke English with more confidence and fluency. So in the area of subject content knowledge, Miss Yen perceived some positive development. In addition to this, Miss Yen also demonstrated confidence and good capacity in the other three areas.

Overall, both participants' sense of teacher efficacy is reflected in their classroom practices, which also corresponds to the questionnaire and interview results that both of them perceived gains in their teacher self-efficacy after team-teaching.

CHAPTER 5

CONCLUSION

This chapter concludes this study with its main findings, pedagogical implications, limitations of the study, and suggestions for future research.

Main Findings of This Study

The goal of this study was to investigate the impact of intercultural team teaching on participating teachers' sense of efficacy. Specifically, it examined participating teachers' sense of efficacy after team teaching, sources that account for their efficacy evolution, and the reflection of efficacy beliefs in their classroom practices. The major findings of this study are summarized as follows.

Teachers' Sense of Efficacy after Team Teaching

The participants' self-report on the Teacher's Sense of Efficacy Scale, the interviews, and their classroom practices show positive development of their teacher efficacy. For the NEST, except for a drop of her efficacy in "student engagement", there is a raise in her efficacy in the other two areas— "instructional strategies" and "subject content knowledge". For the non-NEST, her sense of teacher efficacy increased in almost every aspect after team teaching, including "student engagement", "instructional strategies" and "subject content knowledge" after team teaching. Both teachers' sense of efficacy in "classroom management" remained the same.

Sources of Efficacy Development

As for the sources that account for the participating teachers' efficacy change, it is found that mastery experience and verbal persuasion play a major role. Besides, vicarious experiences might have minor influences, too. Having mutual trust, respect, support, and open-mindedness, the two teachers were able to complement

each other by building upon each other's strengths and minimizing their weaknesses. It is not easy for the NEST and the non-NEST to both show their limitations in front of each other. However, they took the challenge and learned from it. Such a harmonious and supportive partnership brought about successful mastery teaching experiences, leading to a higher sense of teacher efficacy after a semester-long team teaching project.

Reflections of Efficacy Beliefs in Classroom Practices

The NEST and Non-NEST share much in common but differ in certain aspects in their classroom practices. First, both of them encourage students a lot, and hardly criticize students on their errors. Second, they are not over controlling, yet are able to win respect from the students. Third, they vary instructional methods to satisfy learners of different learning styles. Fourth, they show great passion and dedication to teaching, demonstrating a high level of professional commitment. These common practices reflect both teachers' high teacher efficacy. In addition to the similar teaching behaviors they share, they differ in certain aspects, which are related to their lowered teacher efficacy. For the NEST, her low Chinese language ability hinders communication between her and the students, which drags down her sense of efficacy to a certain degree. For the non-NEST, her inferior English proficiency is evident from the researcher's observation but her confidence in this area grew after she team-taught with Miss Murry.

Pedagogical Implications

Several pedagogical issues rising from the scene are worth paying attention to. To begin with, the results of the study suggest that for intercultural team teaching to be beneficial to the teachers' sense of efficacy, the NEST and the non-NEST should open up their minds, be willing to embrace the co-working opportunities, and equally share their power and responsibility inside and outside the classroom by making good

use of their respective strengths. Each plays an important part in which the NEST is the “messenger” of the English language and culture, while the non-NEST is the leader and the bridge to guide and help the NEST teach effectively. Such collaborative relationship is like a needle and thread, no beautiful tapestry can be woven without careful and balanced teamwork.

Furthermore, sufficient preparation time in team teaching is also a fundamental element for building up the teacher’s sense of efficacy. Cooperation between the two should take place not only during the lesson, but also before and after the lesson, as Tajino and Tajino (2000) stated, “cooperation between the two teachers at various stages is a prerequisite”. It follows that the chances are high for both parties to grow professionally and become a more efficacious teacher.

Next, it is very important to note that, a person who is only highly competent speaking English neither makes an effective English teacher nor a good team teaching partner. To ensure quality team teaching, enthusiasm and professional knowledge are two other very important qualifications we should look for. Especially for the NEST, although they are fluent English speakers, without the aforementioned qualities, they are less likely to achieve success in a cooperative setting. In the present study, Miss Murry possessed all the requirements. Being a passionate and professional teacher, Miss Murry demonstrated great devotion to teaching EFL students. As a result, not only did the students benefit from teaching, but the two teachers also become beneficiaries of this cross-cultural cooperation.

Besides, in the team teaching situation, it’s possible for students to develop dependency towards the local English teacher if the NEST relies too much on the NNEST’s translation to get the meaning across. Therefore, having good teaching strategies is very important for both parties. The NEST needs training on how to modify their language to meet or challenge students’ current level, while the NNEST needs to know when to or not to translate to help students understand better. Otherwise, it is very easy for students to put themselves on crutches instead of trying to walk when learning English.

In addition, although team teaching brings generally positive effects to both teachers' sense of efficacy, the results might have been more promising if the workload of the Taiwanese teacher could have been reduced. As Miss Yen mentioned, besides being responsible for teaching English to nine classes, she also has heavy administrative work to do, such as compiling school-based English teaching materials, assisting the school English plays, and training students for outside English recitals or speech contests. Her schedule is so full and her work contains much pressure and tension, which more or less threatens her sense of efficacy. Busy as she is, Miss Yen still needed to spare time to cooperate with a foreign partner. It follows that she became much busier than before, and did not even have the time to keep her reflective logs required by the present study. Although team-teaching helps enhance Miss Yen's teacher efficacy, she expressed on one occasion that if she did not have to do so many things, she would be able to perform better. Hence, it is suggested that if the workload of the non-NESTs, especially those who participate in team teaching, could be cut down a little, more quality teaching and a higher teacher efficacy could be expected.

Another pedagogical implication is related to the school culture. Although the national policy aims at cultivating and maintaining primary school students' interest and motivation in learning English, the school of the present study might have gone beyond that. Its exam-oriented style poses some problems for the local English teacher. Miss Yen is obviously confused and upset about this. Because of the tests, the pure pleasure of teaching and learning English at elementary school has to be sacrificed to a great degree. And because of the tests, Miss Yen feels like she is being handcuffed, having little room to vary her lessons, and even needing to rush through lessons just to keep up with the schedule which prepares students for tests. Even though the join of the NEST helped diversify the lessons, the fundamental problem still exists—teachers are reluctantly driven by the tests, and students become very test-driven. Therefore, such a school curriculum needs some amendment so the teaching and learning experience can become more enjoyable and diversified.

Lastly, it remains unclear as to how long the policy of recruiting foreign English teachers to co-teach with our local English teachers will last. Although team teaching might benefit the local English teachers in many ways such as boosting their English proficiency and varying instructional strategies, given the unknown educational factor, it is recommended that our local English teachers take an active and aggressive role to educate, reflect, and examine their teaching ability regularly in order to pursue and maintain quality English teaching in Taiwan. After all, the chances to work on a large scale with professional NESTs like Miss Murry, and to both grow professionally in a formal school setting, are very few for the time being. Therefore, instead of expecting or waiting for any changes that the NESTs might bring about, our local English teachers are encouraged to advance their professional knowledge and subject content knowledge by attending in-service teacher training courses, seminars, and doing peer-observation on a regular basis.

Limitations of the Study

The present study reveals some limitations. First of all, it is a single case study. Due to the access problem, only two participants were involved. They were not representative of all the team teaching cases in Taiwan. Therefore, the results of this study may not be generalized to other teachers who are also engaged in team teaching.

Second, this study only examined the short-term effects of team teaching on teacher self-efficacy. Whether such cooperation would carry on or come to an end, it is necessary to follow up for at least another half a year to see if any new influences or new sources form that outweigh or alter the positive results presented in this study. In other words, whether the intercultural team teaching has an enduring effect on bringing positive influences to teacher self-efficacy might need more time to be proven.

Last, the final interview was conducted at the very end of the semester. Since the interview questions require both teachers to recall and to refresh their memories about some details of team teaching, some parts of their memories might already have

faded. Thus, the researcher found a few small discrepancies between two teachers' statements. For example, there is a contradiction as to who came up with a certain classroom activity. Moreover, because of heavy workload, it is a pity that the local English teacher only handed in her reflective log once. The researcher hence failed to collect some parts of the valuable data needed for this study. Even though it did not cause too much trouble in interpreting and triangulating with other qualitative data, it is unavoidable that some nuances and clarification of the research questions may not be fully captured.

Suggestions for Future Research

In light of the previously stated limitations of the study, the researcher offers some suggestions for future research.

First, to reach generalization and deeply understand team teaching teachers' efficacy evolution in the long run, cross-sectional or longitudinal studies are needed. Studies conducted for a longer period of time (e.g. two semesters) or involving different schools and more team-teaching teachers will be able to provide a more complete and diverse picture on this issue.

Second, informal interviews are needed. To avoid the possibility of memory lapses before the final interview, the researcher could conduct several informal interviews such as having small talks with the participants immediately after each team teaching class. In this way, more reliable and detailed interview data can be collected.

Third, the study was not meant to increase the workload of the participating teachers. However, in the present study, the requirement of keeping reflective logs seemed to trouble the non-NEST. It has become an extra burden to the non-NEST. Therefore, alternative ways of collecting data, such as increasing short talks with the participant, or conducting informal telephone interviews regularly during the course of data collection, are suggested.

REFERENCES

- Arva, V. & Medgyes, P. (2000). Native and non-native teachers in the classroom. *System*, 28, 355-372.
- Butler, Y. G. (2004). What level of English proficiency do elementary school teachers need to attain to teach EFL? Case studies from Korea, Taiwan, and Japan. *TESOL Quarterly*, 38 (2), p. 245-278.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Carless, D. (2004, April). *JET and EPIK: Comparative perspectives*. Revised version of paper presented at Busan KOTESOL.
- Carless, D. (2004, October). *Intercultural team teaching between native and non-native English teachers*. Paper presented at 12th World Congress of Comparative Education, Havana, Cuba.
- Coladarci, T. (1992). Teachers' sense of efficacy and commitment to teaching. *The Journal of experimental education*, 60, 323-337.
- Coladarci, T., & Fink, D. R. (1995, April). *Correlations among measures of teacher efficacy: Are they measuring the same thing?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Carvalho de Oliveira, L., & Richardson, S. (2001). Collaboration between native and nonnative English-speaking educators. *The CATESOL Journal*, 13(1), 123-134.
- EPIK (2005). *English Program in Korea*. Retrieved March, 22, 2005, from <http://epik.knue.ac.kr/>

- Graham, S., Harris, K. R., Fink, B., & MacArthur, C. A. (2001). Teacher efficacy in writing: A construct validation with primary grade teachers. *Scientific Studies of Reading, 5*(2), 177-202.
- Gill, S., & Rebrova, A. (2001). Native and non-native: together we're worth more. *ELT Newsletter*. Retrieved March 22, 2005, from <http://www.eltnewsletter.com/back/March2001/art522001.htm>
- Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of educational psychology, 76*, 569-582.
- Guskey, T. (1984). The influence of change in instructional effectiveness upon the affective characteristics of teachers. *American educational research journal, 21*, 245-259.
- Guskey, T. (1987). Context variables that affect measurement of teacher efficacy. *The Journal of educational research, 81*, 41-47.
- Guskey, T. (1988). Teacher efficacy, self-concept, and attitude toward the implementation of instructional innovation. *Teaching and teacher education, 4*, 63-70.
- Guskey, T. R. (1981). Measurement of responsibility teachers assume for academic successes and failures in the classroom. *Journal of Teacher Education, 32*, 44-51.
- Ho, I. T., & Hau, K. T. (2004). Australian and Chinese teacher efficacy: Similarities and differences in personal instruction, discipline, guidance efficacy and beliefs in external determinants. *Teaching and Teacher Education, 20*, 313-323.
- Huang, S. Y. (1997). Changes in freshmen English programs for non-English majors at universities in Taiwan. In Lin, M. S., & Liang, Y. N. (Eds.), *The Proceedings of the Sixth International Symposium on English Teaching* (pp. 305-321). Taipei, Taiwan: Crane.
- Hoy, W., K. & Woolfolk, A. E. (1990). Socialization of student teachers. *American*

Educational Research Journal, 27, 279-300.

- Hoy, W., K. & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal*, 93, 356-372.
- Henson, R. K. (2001, January). *Teacher self-efficacy: Substantive implications and measurement dilemmas*. Paper presented at the Annual Meeting of the Educational Research Exchange, College Station, TX.
- JET program (2004). *The JET Programme*. [Brochure]. Retrieved March 22, 2005, from <http://www.jetprogramme.org/e/index.html>
- Kristine, A. H. (1996, April). *Teacher efficacy: Influence of principal leadership behavior*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Labone, E. (2004). Teacher efficacy: Maturing the construct through research in alternative paradigms. *Teaching and Teacher Education*, 20, 341-359.
- Liu, J. (1994). From their own perspectives: The impact of non-native ESL professionals on their students. In Medgyes, P. (Ed.), *The Non-Native Teacher* (pp.159-176). London: Macmillan.
- Medgyes, P. (1992). Native or non-native: Who's worth more? *ELT Journal*, 46 (4), 340-349.
- Podell, D., & Soodak, L. (1993). Teacher education and bias in special education referrals. *The Journal of educational research*, 86, 247-253.
- Phillipson, R. (1992). ELT: The native speaker's burden? *ELT Journal*, 46(1), 12-18.
- Reiko, K., & Lee, C. H. (2001, May). *A tandem of native and non-native teachers: voices from Japanese and American Teachers in the EFL classroom in Japan*. Paper presented at the Annual International Conference on Language Teacher Education, Minneapolis, MN.
- Ross, J.A. (1992). Teacher efficacy and the effect of coaching on student achievement.

Canadian journal of education, 17(1), 51-65.

- Rose, J. S., & Medway, F. J. (1981). Measurement of teachers' beliefs in their control over student outcome. *Journal of Education Research, 74*, 185-190.
- Richards, J. C., Platt, J., & Platt, H. (1998). *Longman Dictionary of Language Teaching & Applied Linguistics*. Hong Kong: Longman.
- Shih, Y. H. (2001). Evaluation of the MOE primary school English teacher training program. *English Teaching and Learning, 26(1)*, 86-108.
- Saklofske, D. H., Michayulk, J. O., & Randhana, B. S. (1988). Teachers' efficacy and teaching behaviors. *Psychological reports, 63*, 407-414.
- Stein, M.K., & Wang, M.C. (1988). Teacher development and school improvement: The process of teacher change. *Teaching and teacher education, 4*, 171-187.
- Soodak, L., & Podell, D. (1996). Teacher efficacy: Toward the understanding of a multifaceted construct. *Teaching and teacher education, 12*, 401-411.
- Sturman, P. (1992). Team teaching: a case study from Japan. In D. Nunan (Ed.), *Collaborative language learning and teaching* (pp. 141-161). New York: Cambridge University Press.
- Tajino, A. & Tajino, Y. (2000). Native and non-native: What can they offer? *ELT Journal, 54* (1), 3-11.
- Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research, 68*, 202-248.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.
- Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology, 82*, 81-91.
- Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education, 6*,

137-148.

中文部分：

詹餘靜 (2004)。教師、教學、評量與教材—九年一貫課程國小英語教學探究。

國立台北師範學院學報, 17(1), 167-196。

謝寶梅 (1995)。國小教師自我效能感之調查研究。 *初等教育研究集刊*, 3, 79-96。

劉顯親 (2002)。一項國小英語教學方案之紀實—引進外師之「跨文化」衝擊。

英語教學, 27(1), 1-20。

謝良足 (2004)。國小英語師資培育之回顧與願景。 *教育資料與研究*, 60, 46-52。

吳璧如 (2002)。教師效能感之理論分析。 *教育研究資訊*, 10(2), 45-64。

林怡瑾 (2002)。 *外籍教師擔任新竹市國小英語教學之研究*。國立新竹師範學院課程與教學研究所碩士論文，未出版，新竹市。

林意莘 (2002)。 *國小英語教師之教師效能感探究*。國立彰化師範大學教育研究所碩士論文，未出版，彰化市。

Ministry of Education, Republic of China (2003)。 *引進英語外籍師資政策目標與執行計畫專案報告目錄*。 Retrieved March 22, 2005, from <http://www.edu.tw/>

[EDU_WEB/EDU_MGT/E0001/EDUION001/menu01/sub05/01050021b.html](http://www.edu.tw/EDU_WEB/EDU_MGT/E0001/EDUION001/menu01/sub05/01050021b.html)

Journal of Education Research (2003)。 *暑假起試辦，重金禮聘千名洋老師來台教*

英語。 Retrieved March 22, 2005, from <http://www.edujournal.com.tw/news/9201/920106-4.shtml>

APPENDICES

Appendix A

Background Information on Teachers
(non-Native English Speaking Teachers)

Name : _____

A .Educational Background:

Please check the box(es) next to the degree(s) you hold.

Write in your major and minor fields of study for each degree.

(If you do not have a second major or minor field, please write "none".)

Major field	Second major Or minor field
? Bachelor's Degree _____	_____
? Master's Degree _____	_____
? Doctorate Degree _____	_____
? How do you get your English teaching certificate? (For non-English major graduates): _____	

B. Teaching Experiences:

1. How many years have you worked full-time as an English teacher in the elementary?
 (Include this school year.) _____ years in an elementary

2. In addition to your full-time English teaching, did you have any other English teaching experiences? If "yes," please describe briefly.

? No ? Yes _____

3. What grade levels have you taught? (Check (v) all that apply)

PK K 1 2 3 4 .5 6 Others
 ? ? ? ? ? ? .? ? _____

4. Have you taught English collaboratively with another teacher?

If "yes," please describe it briefly.

(e.g., his/her nationality, duration of the collaboration, difficulties, and reflections.)

? No ? Yes _____

5. How many years have you taught in this school? _____ Years

6. In addition to the role as an English teacher, do you have another position in the school?

? No ? Yes a. ? 主任 b. ? 組長 c. ? 導師 d. ? 其他 _____

C. Contacts with target language culture:

1. Did you have any experience of studying abroad? If “yes,” please describe it.

(e.g., name of the country and program, and for how long you stayed there.)

? No ? Yes _____

2. How often do you visit the target language country?

a.? once a year c. ? more than three times a year

b.? twice a year d. ? seldom pay the visit e. ? never

3. Do you have the friend who is native speaker of target language and with whom you have regular contacts?

? No ? Yes

Background Information on Teachers

(Native English Speaking Teachers)

Name : _____

A. Educational Background:

1. Please check the box(es) next to the degree(s) you hold. Write in your major and minor fields of study for each degree. (If you do not have a second major or minor field, please write “none”.)

Major field	Second major Or minor field
a. ? Bachelor’ s Degree _____	_____
b. ? Master’ s Degree _____	_____
c. .? Doctorate Degree _____	_____
d...? How do you get your English teaching certificate? (For non-English major graduates): _____	

2. What type(s) of teaching credential(s) do you hold? Please check (v) all that apply.

- | |
|--|
| <p>a. ? Regular or standard primary certificate</p> <p>b. ? Regular or standard secondary certificate</p> <p>c. ? Bilingual certificate</p> <p>d. ? ESL primary certificate</p> <p>e. ? ESL secondary certificate</p> <p>f. ..? Emergency ESL certificate</p> <p>g. ? Short-term ESL training</p> <p>h. ? Others _____</p> |
|--|

B. Teaching Experiences:

1. Have you worked as an English teacher? If “yes,” please describe briefly.

? No ? Yes _____

2. What grade levels have you taught? (Check (v) all that apply)

PK K 1 2 3 4 .5 6 Others

? ? ? ? ? ? .? ? _____

3. Have you taught English collaboratively with another teacher?

If “yes,” please describe it briefly.

(e.g., his/her nationality, duration of the collaboration, difficulties, and reflections.)

? No ? Yes _____

4. In addition to the role as an English teacher, do you have another position in a school?

? No ? Yes a.? Administrator b.? Director c.? Secretary d.? Assistant

C. Contacts with Mandarin Chinese culture:

1. Did you have any experience of studying abroad? If “yes,” please describe it.

(e.g., name of the country and program, and for how long you stayed there.)

? No ? Yes _____

2. How often do you visit the foreign countries?

a.? once a year c. ? more than three times a year

b.? twice a year d. ? seldom pay the visit e. ? never

3. Do you have the friend who is native speaker of Mandarin Chinese and with whom you have regular contacts?

? No ? Yes

Appendix B

Teachers' Sense of Efficacy Scale (English Version)

Teacher Beliefs	How much can you do?								
<p>Directions: This questionnaire is designed to help us gain understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.</p>	Nothing	Very Little	To Some Extent	Quite A Bit	A Great Deal				
Before (After) you are engaged in this team-teaching...	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. How much can you do to get through the most difficult students in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help the students think critically in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How competent are you to teach English listening to elementary school students in Taiwan?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to control disruptive behavior in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. How much can you do to motivate students who show low interest in learning English?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. To what extent can you make your expectations clear about student behavior in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How much can you do to get students to believe they can do well in learning English?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you respond to difficult questions from the students in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How well can you establish routines to keep activities running smoothly in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How competent are you to teach English writing to elementary school students in Taiwan?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. How much can you do to help your students value English learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you gauge student comprehension of what you have taught in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. How competent are you to teach English vocabulary to elementary school students in Taiwan?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. To what extent can you craft good questions for the students in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to foster student creativity in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How much can you do to get children to follow classroom rules in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to improve the understanding of a student who is failing in the English subject?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How competent are you to teach English reading to elementary school students in Taiwan?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How much can you do to calm a student who is disruptive or noisy in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. How well can you establish a classroom management system with each group of students in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How competent are you to teach English pronunciation to elementary school students in Taiwan?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you do to adjust your English lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How much can you use a variety of assessment strategies to assess students' English ability?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How competent are you to teach English grammar to elementary school students in Taiwan?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
25. How well can you keep a few problem students from ruining an entire English lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
26. To what extent can you provide an alternative explanation or example when students are confused in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
27. How well can you respond to defiant students in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
28. How much can you assist families in helping their children do well in English?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
29. How competent are you to teach English speaking to elementary school students in Taiwan?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
30. How well can you implement alternative instructional strategies in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
31. How well can you provide appropriate challenges for very capable students in your English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
32. How much control do you have over our overall English proficiency?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Teachers' Sense of Efficacy Scale (Chinese Version)

Teacher Beliefs	您的觀感...								
這份問卷旨在幫助我們瞭解小學英語教師在學校所面臨的各種教學情境，以及個人面對這些情境下自我能力之評估。請依指示填答，填答內容純供學術研究之用，不做其他用途，且會予以保密。謝謝您的寶貴協助。	不行	勉強可以	中等可以	很行	非常在行				
在你成為英語協同教學教師之前 (後)...									
1. 你能有效引導啟發在英語學習上有困難的學生嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. 上英語課時，你能培養學生批判性思考能力嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. 你認為你教授英文聽力的能力如何？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. 上英語課時，你能控制學生的干擾行為嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. 你能激發對英語較不感興趣的學生之學習動機嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. 上英語課時，你能夠清楚的表達你對學生的行為要求嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. 你能使學生相信他們有能力可以學好英語嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. 上英語課時，你能夠解答學生所提出的困難問題嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. 上英語課時，你能擬定教學計畫程序，讓教學活動順利進行嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. 你認為你教授英文寫作的的能力如何？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. 你能夠讓學生重視英語學習嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. 上英語課時，你能夠評估學生對於授課內容的理解程度嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. 你認為你教授英文字彙的能力如何？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. 上英語課時，你能夠提出具有啟發性的問題給學生嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. 上英語課時，你能夠幫助學生發揮其創意思考能力嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. 上英語課時，你能讓學生遵守班級常規嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. 你能夠協助在英語學習上落後的學生跟上進度嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. 你認為你教授英文閱讀的能力如何？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. 上英語課時，你能安撫吵雜或干擾上課的學生嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. 上英語課時，你能建立一套班級經營制度來管理各組學生嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. 你認為你教授英文發音的能力如何？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. 你能夠依據學生的個別程度來調整出適當的英語教學內容嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. 你能夠使用多種的評量方式來測量學生的英語學習成效嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. 你認為你教授英文文法的能力如何？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
25. 上英語課時，你能夠防止少數問題學生破壞整個課堂的進行嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
26. 當學生對英語感到困惑，你能夠提供不同的解釋或例子來幫助說明嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
27. 上英語課時，你能夠對於態度不佳的學生做出適當的回應嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
28. 你能夠協助學生的家長來幫助他們的孩子學習英語嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
29. 你認為你教授英文會話的能力如何？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
30. 上英語課時，你能夠使用適合學生的英語教學策略嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
31. 你能夠提供班上英語程度優異的學生適度的挑戰嗎？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
32. 你認為你總體英語能力如何？	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Appendix C

Interview Protocol

◆ Baseline information

1. Why do you want to become an (English) teacher?
請問您為何想成為一位(英文)老師？
2. Please describe how you prepare yourself to become an (English) teacher.
請描述您成為(英文)老師的過程。

◆ Questions on the antecedents and consequences of participants' efficacy beliefs

A. Classroom management 班級經營

1. Please describe the classroom management strategies you usually apply in your English class. Do you find them effective?
請描述在英文課您常使用的班級經營策略。您認為這些策略是否有效？
2. What were difficult classroom situation you ever faced? How did you handle the difficulties?
請問在班級經營中，您遇過何種困難的情況？您如何面對這些困境呢？
3. What are the reasons that make you feel competent/less competent in this area (after 16 weeks of team teaching)?
(在 16 週的英語協同教學後)，令您自身在班級經營這項領域的能力感到滿意/不甚滿意的原因為何？

B. Student Engagement 學生參與

1. Please describe the strategies you use to engage students in English learning.
請描述您使用何種策略，使學生樂於參與英語學習。
2. What are the ways you use to motivate your students to learn English, especially those who show low interest in this subject?
請問您如何激發學生學習英語之動機，特別是針對學習興趣低落的學生？

3. What are the reasons that make you feel competent/less competent in this area (after 16 weeks of team teaching)?

(在 16 週的英語協同教學後), 令您自身在學生參與這項領域的能力感到滿意/不甚滿意的原因為何?

C. Instructional Strategies 教學策略

1. Please describe the teaching methods and assessment strategies you usually use in your English lesson.

請描述您在英語課中常使用的教學以及評量策略。

2. How do you deal with English proficiency gap among the students?

請問您如何面對學生之間的英語程度落差?

3. What are the reasons that make you feel competent/less competent in this area (after 16 weeks of team teaching)?

(在 16 週的英語協同教學後), 令您自身在教學策略這項領域的能力感到滿意/不甚滿意的原因為何?

D. Subject Content Knowledge 學科知識

1. What are your opinions about the relationship between English proficiency and English teaching?

請問您對於“英語能力”以及“英語教學”之間的關係見解為何?

2. Do you think it important to be linguistically competent to become an adequate elementary school English teacher?

要成為一位能勝任英語教學的國小英語教師, 您認為其英語程度是否要到達一定的水準?

3. Do you think a continuous improvement of your English ability critical for your teaching?

您認為不斷提升自我英語能力對於您的教學是否重要?

4. What aspects do you think you need to brush up to better aid your teaching

in this EFL context?

您認為自己在英文的哪一方面需要提升，以幫助您的教學？

E. Team-Teaching Practices 協同教學實務經驗

1. Overall, do you find it pleasant or frustrating to work with your foreign partner? Why?

總括來說，請問您與外籍教師的協同教學經驗還愉快嗎？抑或感到挫折呢？

2. Do you find any changes in yourself with respect to classroom management, student engagement, instructional strategies, and subject content knowledge from this team teaching experiences?

經由這次英語協同教學經驗，您是否發現自己在班級經營、學生參與、教學策略、學科知識等這四項領域有所改變？

3. Do you learn anything from your partner? What area do you think you gain most from working with your partner?

您是否從外籍教師身上學習到任何東西？在那個領域學習到最多呢？

4. Do you think you teach more effectively/confidently after such team teaching experiences?

經由這次英語協同教學的經驗，您認為自己在英語教學上是否更有效率、更有自信呢？

5. Any other thoughts?

是否還有其他的想法？

Appendix D

Teacher's Reflective Log

SAMPLE LOG 1

NAME OF TEACHER : Jamie Chen

DATE AND TIME OF REFLECTION : October 20, 9:30 p.m.

GRADE LEVEL OF THE STUDENTS : Fifth grade

For me personally, team teaching fits in very well with my working style although a lot of preparation time is needed. I'm not much of an idea person, but once given an idea, I feel that I have the ability to really take it and develop it into something good. I have trouble working from scratch, so the teamwork of team teaching gives me the feedback that I need to get ideas, and to bounce my own development of ideas off someone else.

SAMPLE LOG 2

NAME OF TEACHER : Karen Susan Richie

DATE AND TIME OF REFLECTION : October 20, 10:00 p.m.

GRADE LEVEL OF THE STUDENTS : Fifth grade

Today while Jamie lectured I felt pretty free to interject when I thought I could clarify something or give a salient example. There was, in fact, one point where I can remember doing just that. It seemed like the sharing of the leadership role in the class was a lot more evenly delegated than it has been in the past.

Guidelines for keeping the reflective log

It is recommended that the log be kept soon after each team-teaching lesson, or the very night you return home. You can write down whatever comes into your mind about your team-teaching practices, and it is suggested that *your reflections to the following questions are included every time* :

1. What are the date and time of this reflection, and what was the class taught ?
2. Who is your team-teaching partner ?
3. What are the collaborations done by you and your partner for this specific lesson ?
4. Do you and your partner have good rapport during the class ?
5. What is the role you play in this team-taught lesson ? Is there an equal power and responsibility shared between you and your partner ?
6. What are the difficulties or enjoyment found while working with your partner ?
7. Is there any part you feel very competent at teaching this time? Why?
8. Is there any part you feel less competent at teaching this time? Why?

FORM

Teacher's Reflective Log

NAME OF TEACHER _____

DATE AND TIME OF THIS REFLECTION _____

GRADE LEVEL OF THE STUDENTS _____

MY TEAM-TEACHING PARTNER _____