

建立中外籍英語教師協同教學之可行模式及其探討

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為改善協同教學的成果，先前有研究者提出一些協同教學模式 (Maroney, 1995; Robinson & Schaible, 1995)。然而，針對英語教學領域之中，以英語為母語和非以英語為母語之英語教師雙方的協同模式卻鮮少被研究。因此，本研究旨在建立一個可行的英語協同教學模式並探討其模式應具備之成份。本研究採用訪談法與課室觀察蒐集實徵資料，並加以分析。本文中提出之可行的英語協同模式，包含四個成份：課程計畫、協同教學、學習監控以及協同反省。本研究發現構成理想英語協同教學的要素包含尊重、平等、適應性、語言（以達到良好溝通與討論）、同理心、文化了解、時間以及教師知識。此外，本研究也提供以英語為母語和非以英語為母語之英語教師協同教學的訓練建議。

關鍵字：以英語為母語的英語教師、協同教學、教學模式

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Introduction

The inclusion of native English-speaking teachers (NESTs) in school systems has become a prevalent practice in some Asian countries, for example, the Japan Exchange and Teaching (JET) Program and the English Program in Korea (EPIK). Since 1987, the Japanese government has recruited native speakers of English as teaching assistants through the JET Program so as to improve English language education at the junior and senior high school levels in Japan (Crook, 2001). Likewise, EPIK, sponsored by the Korean government, was established in 1995 “to improve the English speaking abilities of Korean students and teachers, to develop cultural exchanges, and to reform teaching methodologies in English” (EPIK website, 2005). In Taiwan, NESTs have been recruited by local governments through non-state education agencies to teach in elementary schools since 2001. According to the guidelines posted on the website of the Ministry of Education (MOE) (2003), NESTs are defined as teachers who are native speakers from English-speaking countries, four-year college graduates, and have a teaching license for elementary schools or language arts. As of 2007 ten cities/prefectures in Taiwan have implemented NEST programs (i.e., including NESTs in elementary school English classrooms). While the inclusion of NESTs in school systems seems to prevail in some Asian countries, certain issues have surfaced such as collaborative teaching by NESTs and local English teachers who are non-native English-speaking teachers (NNESTs) in English as a foreign language (EFL) classrooms.

Several models of collaboration have been brought forward to improve the performance by team teachers (e.g., Maroney, 1995; Robinson & Schaible, 1995). Yet, little research has addressed

collaborative models for teaching EFL by NESTs and NNESTs. Bearing this in mind, the researcher intends to propose a model of collaborative teaching of EFL at the elementary level by NESTs and NNESTs. This study, instead of providing a prescriptive model of collaborative teaching, describes the elements that need to be taken into account when a plausible model of this kind is developed. In addition, with the understanding of collaborative efforts necessary for optimal collaborative teaching by NESTs and NNESTs, the researcher wishes to make suggestions on continuing professional development for both NESTs and NNESTs engaging in collaborative teaching of EFL.

Literature Review

Models of Collaborative/Team Teaching

Team teaching refers to true team work between two qualified instructors who jointly make presentations to an audience (Quinn & Kanter, 1984). According to Maroney (1995), there are five different models of team teaching: (1) traditional team teaching, where two teachers actively share the responsibility for the instruction of content and skills to all students; (2) complimentary/supportive instruction, in which one teacher assumes the responsibility for teaching the content to the students while the other teacher provides follow-up activities on related topics or study skills; (3) parallel instruction, in which a class is divided into two groups and each teacher provides instruction to a smaller group of students on the same content or skills; (4) differentiated split class team teaching, which occurs when a class is divided into two groups according to a specific learning need (e.g., a higher-lower split) and each group is provided with instruction that meets the learning need by

one teacher; and (5) monitoring teacher, that is as one teacher assumes the responsibility for class instruction, the other teacher circulates the room and monitors student performance and behavior. In comparison, Robinson and Schaible (1995) define collaborative teaching as two teachers working together in designing and teaching a course that uses group learning techniques. In other words, in a model of collaborative teaching, team teachers do not teach the material by monologue, but by exchanging and discussing ideas in front of the learners and using group learning techniques such as pair/small-group work and student-led discussion to promote students' learning (Goetz, 2000)¹.

In the field of education, collaborative teaching has been used as a tool in the classroom to promote students' learning. For instance, Johnston et al. (2000) describe a collaborative model for teaching content vocabulary to students with disabilities. This model consists of three steps: identifying the vocabulary sub-skills needed to be taught, developing language activities that incorporate opportunities for acquisition and practice of these sub-skills, and co-teaching using effective teaching strategies. In Taiwan, the term "collaborative teaching" seems connected primarily to English instruction by NESTs and Taiwanese teachers of English (TTEs) at the elementary level. As stated in the guidelines posted on the MOE website (2003), NESTs employed in the school system are to work with TTEs as an English team at the school and to support the research and development of English teaching methods and materials. In addition, the method of collaborative teaching does not generally exist at any other levels in the

school system in Taiwan.

Successful Collaborative Teaching

While a few of articles have attempted to provide ideas and tips on how to conduct effective collaborative teaching (e.g., Benoit & Haugh, 2001; City University of Hong Kong, 1998; Johnston & Madejski, 1990;), like many teaching models, the practice of collaborative teaching is not without its challenges. Welch and Sheridan (1995) have found that teachers need to tackle four challenges when attempting to work together: conceptual, pragmatic, attitudinal and professional barriers. To meet the challenges of collaborative teaching, Robinson and Schaible (1995) provide a rather comprehensive list of guidelines for modeling collaborative teaching at the college level such as looking for a team teacher with a healthy psyche, choosing materials that speak to one another, discussing teaching philosophies and methods and reviewing criteria for grading, to name but a few. Furthermore, Maroney (1995) identifies the prerequisites for successful collaborative teaching which, in addition to planning and debriefing time, emphasize team teachers' attitudes and personal qualities. She believes that successful team teachers are those who can work jointly and have a true partnership in the classroom. They can also maintain focus on the students and agree upon the purposes of team teaching, class rules and procedures, and expectations for students and their teaching partners. Similarly, Goetz (2000) describes certain key elements necessary for successful collaborative teaching including compatibility of

¹ The researcher takes the liberty of using "collaborative teaching" instead of "team teaching" to represent teaching practice of this kind throughout this study because, as Edmunds on and Fitzpatrick (1997) state, the former encompasses the latter which suggests simply "teaching as a team in the classroom while the nature of collaboration over teaching may take other forms" (p. 16).

team members, shared commitment to collaborative teaching and ongoing communication, an interest in connecting the curriculum to real life and a desire to encourage students' motivation for learning. Nevertheless, it is debatable how well these insights can be applied to a collaborative teaching situation where team teachers come from different linguistic and cultural backgrounds like NESTs and NNESTs.

Collaborative Teaching by NESTs and NNESTs

A few studies about collaboration between NESTs and NNESTs have been conducted. For instance, Oliveira and Richardson (2001) detail their own lasting collaborative relationship, and discuss the benefits attained by collaboration between native and non-native English-speaking educators. Likewise, a study by Matsuda and Matsuda (2001) demonstrates the possibility of facilitating autonomy and a collaborative relationship among native and non-native English-speaking teachers through journal sharing. Yet, very few studies have been published about collaborative teaching of EFL by NESTs and NNESTs, let alone classroom-based research on the nature of teaching practice of this kind (e.g., Chou, 2005; Luo, 2006; Tajino & Tajino 2000). In the short line of research on collaborative teaching by NESTs and NNESTs in the school system, Sturman (1992) conducts a case study of a cooperative project between the British Council Cambridge English School (CES) and a local Board of Education in Japan. In this project, qualified and experienced teachers of English to Speakers of Other Languages (ESOL) from CES worked with Japanese teachers of English to jointly teach junior high school students. Sturman's study indicates that the teacher

participants developed a successful approach to working together throughout the project and students' reaction was positive. As well, a study by Tajino and Tajino (2000) reviews collaborative teaching practices in Japanese secondary EFL classrooms and explores how a NEST and a NNEST with different linguistic and cultural backgrounds can work collaboratively to facilitate students' language learning. In comparison, Kachi and Lee (2001) investigate the collaborative teaching experiences of Japanese teachers of English (JTEs) and native English-speaking assistant language teachers (ALTs) in the JET program. They found that JTEs and ALTs were uncertain about their roles as team teachers, and the biggest problem for JTEs and ALTs in collaborative teaching was the lack of channels to access the upper educational administration. In a comparative study on collaborative teaching by NESTs and NNESTs in South Korea, Japan and Hong Kong, Carless (2002) reveals conflicts between NESTs and NNESTs and challenges facing team teachers such as lack of planning time and understanding of the rationales of collaborative teaching. In line with previous research, a study by Luo (2006) indicates that NESTs and NNESTs in elementary school classrooms in Taiwan had contrasting perceptions of collaborative teaching they performed and of the role each team teacher played. Notwithstanding the challenges and uncertainty discussed above, collaborative teaching by NESTs and NNESTs is considered to have a positive impact on students (Carless, 2006; Luo, 2006), and cross-cultural collaboration is beneficial for teachers' professional development (Liao & Sims, 2006). While teaching tips for NESTs and NNESTs have been proposed to tackle potential challenges arising in a collaborative teaching situation (e.g., Benoit and Haugh, 2001), mechanisms and plans that enable appropriate lessons and ongoing improvement

are necessary (Carless, 2006). It is worthwhile searching for a viable model that might provide both NESTs and NNESTs alike with directions for optimizing teaching practice of this kind.

Research Methodology

The research setting of this study is in a city located in the northern part of Taiwan, where the researcher has served as a teaching advisor for the Elementary School English Education Program implemented by the city government. The study employs an academic literature review and extensive classroom observations, supplemented by individual interviews with six teachers including two NESTs, two Taiwanese teachers of English (TTEs) and two Taiwanese homeroom teachers who team taught with the NESTs. Classroom observations were conducted for eight months and in total covered 60 classes, each of which was taught by a team of one NEST with either one TTE or one Taiwanese homeroom teacher. Field notes were taken during the observations.

About 40 NESTs were observed in the course of this study and two of them agreed to participate in interviews along with two TTEs and two homeroom teachers who team taught with them. These six teachers taught in two elementary schools in the city of the study. Each teacher participated in two individual interviews, which were conducted in English or Chinese according to the participant's choice and focused on the teachers' perceptions with respect to the make-up of optimal collaborative teaching by NESTs and NNESTs (i.e., TTEs and homeroom teachers in this study) and the construction of teacher knowledge of teaching practices of this kind. All interviews were tape recorded and later transcribed or translated into English.

Results and Discussion

Components of Optimal Collaborative Teaching by NESTs and NNESTs

Interview data shows that the make-up of optimal collaborative teaching perceived by the six teacher informants consists of eight components: Respect, Equality, Flexibility, Language (for communication and discussion), Empathy, Collaborative Culture, Time and Knowledge (i.e., R.E.F.L.E.C.T. Knowledge). These constituents collectively improve the delivery and quality of collaborative teaching of EFL by NESTs and NNESTs. In the following, the eight components, R.E.F.L.E.C.T. Knowledge, are defined and exemplified by the excerpts from the interviews with the teachers.

- 1. Respect: Team teachers show respect for each other's expertise and opinions, especially when disagreement on instruction or student discipline occurs. This is particularly important for NESTs and NNESTs who team up for the first time.**

NEST Becky: They told me that it's better to repeat in English and children can get it over and over again. I said it's too much. They said it is just okay. They know the children better. They are quite confident in English and in the field, so I don't have a problem.

TTE Kao: To let the other teacher feel respected. Mutual respect between team teachers is necessary to sustaining a good relation.

- 2. Equality: Team teachers are aware that they are on equal footing with each other. Neither NEST nor NNEST is superior in the classroom. Rather, both teachers are jointly**

responsible for the instruction to the students.

TTE Kao: Presently, the marking work falls on NNESTs, but I think in a favorable situation of collaborative teaching, work needs to be divided fairly and equally between NESTs and NNESTs.

Homeroom Teacher Huang: Don't think that English class is a class taught only by NESTs. It is also your class, so you are there to facilitate the students' learning of English.

3. Flexibility: Team teachers are willing to adapt to different cultures and diverse situations. It is essential for NESTs, who are in a culture different from their own, to be flexible in order to maintain a favorable rapport with their co-teachers.

Homeroom Teacher Wang: In terms of personality, I think both NESTs and NNESTs need to be open-minded and flexible to different ideas even if they might seem irrelevant.

NEST Nancy: NESTs need to learn to adapt to different cultures and diverse situations... You are not only coming to teach but also coming to live here. I know although I don't eat all Chinese food, but I would eat if you give me something. Just be flexible. Don't be rude.

4. Language (for communication and discussion): Different from teachers' English proficiency, the component of language refers to team teachers' abilities

and skills to communicate and discuss issues with each other.

Homeroom Teacher Wang: In addition to teaching expertise and skills, NESTs and NNESTs need to acquire ability and skills for successful communication and dialogue with each other. If team teachers are not equipped with good communication skills, collaborative teaching might be undermined.

TTE Kao: Teachers need to know what (English) language is appropriate for discussion and communication. They need to know the polite forms of using (English) language.

TTE Chen: Taiwanese teachers are hesitant to openly speak their mind when communicating with NESTs. When they do speak out, very often, they are not able to present themselves in a language that is appropriate when communicating with NESTs.

5. Empathy: Team teachers are willing to share each other's feelings and experience as well as those of the students. At times, NESTs and NNESTs might seem at odds due to the differences of cultural background. It is important for both NESTs and NNESTs to be able to empathize with their co-teachers.

TTE Kao: It is a plus in collaborative teaching if both NEST and NNEST are considerate and understanding.

NEST Nancy: Sometimes you get difficult

co-teachers. I have one teacher in this school... She is just not going to speak a word in English. It's just her way of thinking. She doesn't want to be involved in any English culture. So when her class comes to English, TTE Chen will teach with me... Chinese teachers are thinking that we want to use the students in a way. Maybe the reason for that is they had bad experience in the past... I can understand that makes people negative.

6. Collaborative Culture: Generally, teachers are trained to teach on their own, and traditional modes of teaching do not tend to facilitate mutual support or encouragement (Mathews, 1994). With the collaborative culture developed in the school setting, NESTs and NNESTs can not only overcome the sense of isolation but also rely on each other to reinforce their teaching styles (Robinson & Schaible, 1995). Most importantly, NESTs and NNESTs can offer each other a sounding board and engage in explorations about their own strengths and weaknesses in teaching.

TTE Chen: In my opinion, team support to each other's strengths and weaknesses is important. For instance, at times the students have difficulty understanding the NEST because she speaks with an accent. In this situation, we decide to divide our teaching responsibilities according to our strengths so as to optimize our instruction.

NEST Nancy: I learn from discussing my teaching with other people... If I have a problem and need a suggestion, I would ask them because I know they have to keep on the top... So if you know the teachers are

happy at their school or are successful in teaching, ask them for advice.

7. Time: Lack of planning time is a concern endemic among all teachers. Team teachers especially need regular collaboration time for lesson preparation and discussion of all sorts of issues.

TTE Kao: In order to team up well in the classroom, time for planning and discussion before class is indispensable.

TTE Chen: To make collaborative teaching possible, I think the most important thing is preparation time for both NEST and TTE. We both need to teach 20 periods each week. We have very little time left for preparation, not to mention for socializing after class.

8. Knowledge: Teacher knowledge for collaborative teaching of EFL includes language proficiency, collaborative teaching skills, knowledge about curriculum, teaching styles, teaching materials and assessment formats as well as understanding of students' abilities and learning styles. In addition, understanding of host and guest cultures needs to be taken into account.

NEST Becky: If they know about the curriculum, about what the students want, about the students' levels, about the ability groups in the classroom, it will make it much better. If they know students' attitude and social, emotional maturity, it is quite helpful. Having taught in different countries... and teaching children in

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diverse culture and background, I know getting to meet people from other culture or different background helps a lot.

NEST Nancy: It would be better if you have knowledge of all teaching styles and not only the one you are using. When you work with co-teachers, you will have people with different teaching styles, so having the knowledge of different teaching styles will help you to be flexible and to accommodate to all these styles and to be able to work with them.

TTE Kao: I think teacher knowledge for collaborative teaching includes knowledge of English teaching methods, lesson planning, assessment, classroom management and culture and customs of English-speaking countries.

The above list of components (i.e., R.E.F.L.E.C.T. Knowledge) integral to optimal collaborative teaching by NESTs and NNESTs is derived from interview data analysis and might not be exhaustive for the make-up of successful collaborative teaching. Yet, it could serve as a reminder for NESTs and NNESTs alike when they team up with each other and attain a favorable rapport.

The interview data also reveals that the NNESTs (including TTEs and homeroom teachers) received no training, or very little if any, focusing on collaborative teaching of EFL. Compared to their co-teachers, the NESTs attended 60 hours pre-service training in addition to an in-service workshop once every other Wednesday afternoon during the school semester arranged by the NEST recruiting agency. In a case where in-service training is available, it is

mostly designed for NESTs. There is no collaborative teaching training in any form for both NESTs and NNESTs. When asked what format collaborative teaching training sessions should take, TTE Chen, NEST Nancy and NEST Becky commented, respectively:

TTE Chen: In terms of the formats that training can take, I would prefer observing teaching in the classroom to attending workshops. In this way, I get to know what other teachers do in their class in reality, not just a presentation to show you what you might be able to do in your class.

NEST Nancy: ... I don't take the game they offer because I don't know what the game is for and what's the thinking behind the game. What I would like to see in training is how to think of a game, think of a group game, think that you can use other lessons to develop a game. Don't give me a game. Tell me how to think and how to design a game.

NEST Becky: I would like team teachers who work together to attend training together so that they know what is expected of each of the team teachers.

In line with Kachi and Lee (2001) and Crooks (2001), the interview data indicates that training, whether in the form of lectures, seminars or workshops, needs to address the concerns of team teachers at different levels (as TTE Chen and NEST Nicky suggested) and is intended for both teachers to attend jointly (as NEST Becky remarked).

Categories of Collaborative Teaching by NESTs and NNESTs

According to the MOE guidelines mentioned above, NESTs are to work with TTEs at the school and support the development of teaching materials. Yet, it is found that in reality NESTs took sole responsibility for lesson planning and were to co-teach either with a TTE or a homeroom teacher in whose classroom they come to teach. Field notes taken during extensive school visits which covered 60 classes manifest that collaborative teaching of EFL by the NESTs and NNESTs (i.e., TTEs and Taiwanese homeroom teachers in the study) falls into three categories: traditional team teaching, monitoring teacher, and a combination of these two (in Maroney's classification). Based on observation notes, teaching episodes commonly seen in collaborative teaching classes by a NEST and a NNEST are illustrated as follows:

1. Traditional team teaching: The NNEST greets the students, while the NEST sets up teaching aids. The NEST and NNEST collaboratively help the students review the material taught in the last lesson. For instance, the NEST says the word on a flash card and the NNEST repeats it with the students as a way to encourage them to participate and direct their attention to what they are reviewing. The NEST and NNEST demonstrate the text using role play. When doing an activity with the students, the NEST explains the instruction first and then the NNEST rephrases it in simple English or translates it into Chinese to make sure that the students understand what is expected of them. Either the NEST or the NNEST monitors the students' performance when appropriate.

The NEST and TTE actively and equally share the responsibility for English instruction to the students. This type of collaborative teaching was uncommon and only found in classes taught

by a NEST and a TTE, mostly an experienced TTE.

2. Monitoring teacher: The instruction is given only by the NEST. The NEST alone demonstrates the lesson, leads the students in playing games, and prepares and sets up teaching aids. The NNEST is not involved in teaching but walks around the class to monitor students' performance and behavior. The NNEST can be heard at times when asking the students to behave themselves or to participate in activities.

According to field notes, this type of collaborative teaching commonly occurred in classes taught by a NEST and a homeroom teacher whose English proficiency is limited.

3. Combination of traditional team teaching and monitoring teacher: The NEST gives a lesson, and the NNEST walks around the class to maintain classroom discipline and ensure the students participate. When the NEST introduces a new activity, the NNEST translates what the NEST said into Chinese or rephrases it in simple English so as to make sure that the students understand the instruction. When the NEST leads the students in playing a game, the NNEST helps recording points for teams.

In a class employing the conflation of traditional team teaching and monitoring teacher, the NEST leads the instruction, while the NNEST performs like an assistant. This type of collaborative teaching can be found in classes taught by a team of a NEST and a TTE or a NEST and a homeroom teacher.

Suggestions

In light of previous studies (e.g., Johnston & Madejski, 1990; Johnston, et al., 2000;

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Robinson & Schaible, 1995) and the above discussion of collaborative teaching types commonly seen in the classroom observations, the researcher wishes to propose a model for collaborative teaching of EFL by NESTs and NNESTs in elementary school classrooms. In this model four elements are included: lesson planning, collaborative teaching, monitoring and collaborative reflection. These four elements, as explained in the following section, are connected to form a cycle of collaborative teaching by NESTs and NNESTs.

1. Lesson planning, i.e., before collaboratively giving a lesson in the classroom, both NEST and NNEST need to work together to:

- (1) Determine the content of the lesson to be taught.
- (2) Identify difficult material for students' level and new material according to the school curriculum plan.
- (3) Talk through the preparation of the lesson, in a bilingual manner if it is necessary for homeroom teachers, and listen to each other and be prepared to compromise.
- (4) Agree in advance about how to handle differences in interpretation and evaluation of the content and activities.
- (5) Decide who will and how to present material and carry out activities and what instructional strategies to implement.
- (6) Prepare lesson material and teaching aids.

2. Collaborative teaching, i.e., to share the teaching responsibility in the classroom, both NEST and NNEST need to:

- (1) Use collaborative approaches to provide all students (i.e., the high- and low-level students

alike) with opportunities to learn from both NEST and NNEST.

- (2) Use the fact that a NEST and a NNEST are present in the classroom to the fullest, i.e., to deploy each teacher's expertise through role play, joint demonstrations and discipline rather than just having the teachers take turns at teaching.
- (3) Let one teacher lead part of the lesson, e.g., a phonics activity, if it would benefit the students when only one NEST or NNEST is present.
- (4) At the end of the class, summarize the material that is newly taught in the current lesson, in students' mother tongue if appropriate.

3. Monitoring, i.e., in order to keep students' learning on track, both teachers need to:

- (1) Discuss testing, assessment and criteria for grading that both teachers think appropriate for the lesson and students.
- (2) Develop a system for monitoring student learning that reflects the school curriculum plan and involves assessment of speaking, listening, reading and writing.

4. Collaborative reflection, i.e., to better teaching performance as well as to continue professional development, both NEST and NNEST are to:

- (1) Discuss the lesson afterwards, even if in an informal conversation.
- (2) Participate in a formal collaborative reflection (in a bilingual manner if necessary), e.g., video reflection session, on a regular basis so that both NEST and NNEST can learn from the joint experience.

- (3) Discuss how to modify instructional strategies and activities to meet individual students' needs.

The above description of the four elements constituting the proposed teaching model is intended to be guidelines for NESTs and NNESTs when they engage in collaborative teaching in an EFL setting. While individual school settings where NESTs and NNESTs work might vary, these guidelines could provide teachers with insights into the workings of collaborative teaching of EFL even in diverse situations.

As well, the researcher wishes to suggest a training scheme for collaborative teaching by NESTs and NNESTs. This training scheme consists of modules in accordance with the components of the make-up of optimal collaborative teaching (i.e., R.E.F.L.E.C.T. Knowledge) and is intended for NESTs and local teachers to attend jointly. Modules included in the proposed training scheme are as follows (cf. Rodriguez-Brown, 1995):

- (1) Introduction to collaborative teaching of English: this module covers topics such as getting to know your co-teacher, understanding the essence and different models of collaborative teaching.
- (2) Formats for developing collaborative teaching plans: this module includes training activities about how to plan lessons collaboratively, for instance, developing a framework/format of lesson planning that both teachers agree upon.
- (3) Cultural understanding: this module informs NESTs and NNESTs of the differences regarding cultures and educational/school administrative systems between guest and

host countries.

- (4) Strategies for integrating students and instruction: this module includes topics on understanding of students, collaborative discipline and meaningful instruction for students.
- (5) Peer negotiation: this module is to inform teachers of appropriate language usage, manners and skills in communication.
- (6) English language training: this module is intended for NNESTs to continue English proficiency development.
- (7) Problem solving and conflict resolution: this module is to help team teachers develop a collaborative culture as well as strategies of problem solving through collaborative reflection, for instance, using video recordings of teachers' teaching.

All these training sessions are intended for NESTs and NNESTs to attend together. As stated earlier, the training modules are designed according to the components of the make-up of optimal collaborative teaching. Training activities and topics aim to improve collaboration between team teachers (i.e., to address components of Respect, Equality, Flexibility, Language, Empathy, and Collaborative Culture) and to enhance teachers' instructional competencies (i.e., the component of Knowledge). The component of Time, i.e., finding time to collaborate, is not addressed in the proposed training scheme, but this issue could be tackled by scheduling collaboration time on Wednesday afternoons as elementary school teachers get out of school early on Wednesdays (in the case of Taiwan).

Conclusion

This study is an attempt to bring to light the make up of optimal collaborative teaching of EFL by NESTs and NNESTs and accordingly to suggest a model for collaborative teaching of this kind. The compilation of the components of optimal collaborative teaching is never meant to be complete and might vary depending on the teaming up of NESTs and NNESTs. It is hoped that, through revealing the make up of favorable collaborative teaching by the teacher informants in the study, i.e., R.E.F.L.E.C.T. Knowledge, the researcher has managed to help shed light on collaborative teaching by NESTs and NNESTs. In addition, the researcher hopes that the collaborative teaching model and training scheme proposed herein, although not comprehensive, could serve as a guideline for NESTs, NNESTs and teacher educators about

how to facilitate collaborative teaching of EFL. The researcher is aware that the results of the present study cannot be fairly generalized based on its qualitative data and wishes to make possible suggestions on further research: (1) instruction experiments on the proposed collaborative teaching model with respect to its effects on teachers and students; and (2) inquiries, e.g., a questionnaire survey, into the impact of the implementation of the training scheme on teachers' professional development. In conclusion, the researcher wishes to call for more empirical, classroom-based studies in various contexts so as to better understand and improve collaborative teaching of English by NESTs and NNESTs.

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A Collaborative Model for Teaching EFL by Native and Non-native English-speaking Teachers

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Several models of collaboration have been brought forward to improve the performance by team teachers (e.g., Maroney, 1995; Robinson & Schaible, 1995). Yet, very few studies have addressed collaborative models for teaching English as a foreign language (EFL) by native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs). This study, instead of providing a prescriptive model, aims to illustrate the elements that need to be taken into account when a plausible model of collaborative teaching of EFL by NESTs and NNESTs is developed. Based on literature review and empirical data gathered through interviews with six teachers (i.e., two NESTs, two Taiwanese teachers of English and two Taiwanese homeroom teachers) and extensive classroom observations (which covered sixty classes in total), this study proposes a collaborative model consisting of four elements: lesson planning, collaborative teaching, monitoring and collaborative reflection. The study also shows that components integral to optimal collaborative teaching by NESTs and NNESTs include Respect, Equality, Flexibility, Language (for communication and discussion), Empathy, Collaborative Culture, Time and Knowledge (i.e., R.E.F.L.E.C.T. Knowledge). The component of Knowledge (i.e., teacher knowledge) refers to language proficiency, collaborative teaching methods and skills, knowledge about teaching materials and understanding of students' learning. These constituents collectively improve the delivery and quality of collaborative teaching in EFL classrooms. Moreover, the researcher provides suggestions on training of collaborative teaching by NESTs and NNESTs in EFL settings.

keywords: collaborative teaching, native English-speaking teachers, teaching model

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