Preparing Non-Native EFL Student Teachers Through Teacher Training Coupse

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Abstract

Past studies have found the practicum components and field experiences provided by pre-service training to be of significant value to the development of non-native English speaking teachers (NNESTs) learning to teach. The present study employed a qualitative approach to determine how student teachers in Taiwan view such training in terms of its impacts on their future careers. Forty-five NNESTs who took an 18-week course titled 'Foreign Language Teaching Practice' participated in the study. These participants were required to either observe two lessons conducted by the teachers of an after-school English program for elementary school children or to spend one day in an 'English village' for primary school students in which the children learn from native English speaking teachers. Afterward, the participants provided their impressions using a 'Lesson story observation sheet'. Analysis of the resulting data revealed that many of the participants were able to pinpoint the strengths and weaknesses of the lessons they observed and they also noticed some of the useful techniques that can be used in teaching English. However, the participants were unable to identify the particular teaching methods they observed, and English language competence appeared to affect the performance in the group demonstrations. Moreover, they still required further training regarding lesson planning as some activities they included in their lessons were not related to the teaching objectives.

Key words: Practicum, pre-service EFL teachers, Taiwan, teaching objectives, case study

Introduction

Teaching practice has long been considered an essential aspect of teaching education programs. Numerous studies have found the practicum components and field experience provided by such programs to be of significant value to the development of prospective teachers in learning how to teach. According to Gan (2013), for example, learning to teach is a complex process that involves numerous personal factors, such as prospective teachers' knowledge and beliefs about teaching, learning, and the subject matter in question, as well as the prospective teachers' field-based experiences and interactions, including the expectations, demands, and feedback ofsignificant others (such as cooperative teachers, university supervisors, and other members of the school community) in the university and school setting.

A study by Wang and Lin (2014) focused in particular on the significance of the pre-service experiences of non-native English speaking teachers (NNESTs) in teacher education programs and how these experiences support these pre-service teachers in constructing a positive professional identity. They view a teacher's professional identity as being both socially constructed and subject to an ongoing developmental process. During this process, teachers' perceptions and interpretations, as well as their roles and relationships with others, are constantly influenced by their interactions with colleagues in similar professions, such as native English speaking teachers (NESTs), supporting teachers, and school supervisors. The resulting perceptions of their professional identity and self-image contribute substantially pre-service teachers' performances in teacher education programs and in their future teaching careers.

Review of the Literature

Teaching practice activities have become a common feature of English as a second language (ESL) and English as a foreign language (EFL) teacher education programs. The activities allow the student teachers to integrate their academic learning from lectures with practical classroom experience, which helps them, in turn, to develop their awareness of the teaching contexts they may face and the skills and strategies they may need in their future teaching. A number of studies have investigated the difficulties and challenges faced by NNESTs in particular and have found that the problems most commonly cited by these EFL/ESL student teachers are their own limited English skills and difficulties with classroom management (Gan, 2013,2014; Gu, 2013; Wan & Lin, 2014).

Gan (2013) pointed out some of the principle characteristics of teaching English to speakers of other languages (TESOL) training courses. One common characteristic was an emphasis on a team approach that stresses collaborative effort among the program supervisor in the university, other members of the school community, and cooperative teachers in the partner school. During the training process, the student teachers socialize with others by exchanging different teaching ideas and attempting to perform various tasks by acting cooperatively with others. These interactions influence, in turn, how they define themselves and how they identify their roles as NNESTs. A second key characteristic of such training courses was their emphasis on systematic classroom observation. A third critical characteristic consists of providing the prospective teachers with direct modeling and coaching. A final key characteristic identified by Gan was the assessment procedures used to evaluate the student teachers, which could include reviews of their lesson planning,

personal reflection journals, and video recordings of their practice teaching efforts.

A subsequent study by Gan (2014) reported that the majority of student teachers find lesson observation experience to be helpful, with the student teachers indicating that they not only learned new instructional strategies and innovative teaching methods from the supporting teachers but also useful skills for dealing with classroom management problems. Some of the student teachers were also able to point out some of the weaknesses of the lessons they observed and come up with ideas for making the lessons more appealing to the students. The study data further revealed that the majority of the student teachers' supervisors could clearly identify and communicate to the student teachers the problems that the student teachers faced, such as issues with lesson planning. However, the student teachers sometimes failed to respond effectively to the supervisors' critiques, with many struggling to meet the performance criteria detailed by their supervisors, a finding which suggests that some student teachers may require even greater clarity in the directions that supervisors provide.

Prior to Gan's identification of an emphasis on teamwork in modern TESOL instruction, Vygotsky(1978) presented his sociocultural theory, which emphasizes that interaction and communication purpose are essential in language development, as are the skills and strategies involved in learning-by-doing activities such as learning to teach. According to Vygotsky's theory, the actual developmental level (ADL) of a learner reflects what the learner has already mastered to the extent that he or she can perform the action in question independently, while the zone of proximal development (ZPD) refers to actions that the learner can only perform with guidance from a teacher. As Vygotsky put

it, '[The ZPD] is the distance between the actual development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers' (Vygotsky, 1987, p.86). The fundamental assumption of the sociocultural theory is that a child or other unskilled learner's present ZPD will, through appropriate guidance and maturation, become his or her ADL in the future.

In this view, when a child or other unskilled learner is not yet capable of carrying out a given task independently, he or she will require some guidance from teachers or more skilled peers in order to complete the task. By interacting with others in this manner in a meaningful learning environment – that is, with scaffolding or step-by-step guidance provided by teachers or other more skilled learners --the unskilled learner can progressively achieve higher and higher levels of development, a phenomenon which is directly relevant to the lesson observations, modeling, and associated training provided to NNESTs.

A study by Coskun (2011) considered the growing population of pre-service NNESTs, investigating these future teachers'

awareness regarding teaching English pronunciation from a perspective in which English is viewed as an international language, with spoken English reflecting the cultural identity of non-native English speakers from a diversity of contexts and linguistic backgrounds. In addition, the study explored how such awareness has influenced and formed the professional identities of pre-service NNESTs. The results of the study indicate that these student teachers think that the main objective in teaching pronunciation is to help their students to produce clear and intelligible English that can be easily understood. In addition, despite their own cultural identities, the majority of the NNESTs indicated a preference for English with an American or British accent. Relatedly, they viewed native English speakers as ideal pronunciation teachers and saw the goal of teaching pronunciation as being the achievement of "native-like pronunciation" (Coskun, 2011, p.57). The results of the study imply that teacher education programs should offer a variety of English teaching contexts to help future NNESTs against this type of prejudice and help them be linguistically ready for the perspective of viewing English as a lingua franca.

Using a survey and interview for data collection, Wang and Lin (2014) examined the factors and beliefs influencing the professional identity of pre-service NNESTs in Taiwan, such as these student teachers' self-perceptions of themselves as educators, their beliefs about teaching and learning, and their attitudes toward various teaching contexts. The survey data showed that the vast majority of the study participants valued a high level of proficiency in English as a major characteristic of an ideal ESL/EFL teacher. In this respect, when NNESTS in Taiwan have the opportunity to observe NESTs, it can cause the NNESTs to perceive themselves as less effective in English language teaching. The participants in Wang and Lin's study indicated a strong desire and ambition to achieve authentic and native-like proficiency

in English, such that when they compared their English abilities with those of NESTs, they voiced reduced confidence in their own phonological skills (such as listening, speaking, and pronunciation skills). However, since these student teachers could speak their EFL students' mother tongue, had the same cultural background as their students, and had even faced similar difficulties and frustrations in their own learning of English, they showed relatively strong confidence in their ability to teach grammatical rules and provide their EFL students with the skills and strategies needed for English exams.Taken together, the results of this study suggest that more intense training in English itself should be included in teacher training programs for NNESTS in order to build up their self-image and confidence as prospective language teachers.

A 2014 study by Takahashi had two focuses: first, to find out how pre-service NNESTs perceive their own language abilities, and second, to examine the approaches these NNESTs use to deal with anxiety in teaching and language learning that springs from comparing themselves to NESTs already working in the workplace. The study showed that NNESTs frequently compare themselves with NESTS, which may give the NNESTs a sense of inferiority to NESTs in terms of language proficiency. The study found that Korean and Chinese NNESTs are the most likely to suffer anxiety in language learning, mostly due to the fear of failure and losing face.

Takahashi's study also presents some ideas for the pre-service teacher-training program for NNESTs. The study suggests that pre-service NNESTS who experience anxiety about teaching and language learning are likely to ask their trainers and colleagues for advice. Therefore, it is very important that the trainers for a given program provide these student teachers with practical advice and assistance. For instance, a program can provide various

collaborative activities between NESTs and NNESTs, such as opportunities for language exchange, in order to enhance the language skills and cultural awareness of NNESTs.

Sun (2011) points out that pre—service teachers require the knowledge of different language teaching approaches and methods as basic concepts for their future language teaching careers. More importantly, NNESTs face the challenge of teaching English in global contexts, including the teaching and usage of English in diverse sociolinguistic contexts. As such, English teachers now need to think of their roles and philosophical approaches within the global English teaching/ learning community. Therefore, while helping future language teachers to develop their communicative competences in the target language, as well as their knowledge of language teaching itself, a teacher-training program should place emphases on offering multi-cultural experiences and perspectives to raise students' awareness of global issues and on respecting various differences among cultures.

Since pre-service training constitutes a critical stage for NNESTS in their journeys toward becoming English teachers, this study focused on the impressions of a sample of NNESTS regarding their practicum experiences as they engaged in during their pre-service coursework. In particular, the study sought to determine how the student teachers viewed such experiences (including lesson observations and in-class demonstrations) in terms of their impacts on their future careers. Guided by prior studies, including the studies discussed above, the key research questions (RQs) that this study sought to answer were as follows:

RQ1   What teaching skills, teaching strategies, and classroom management skills did the non-native EFL student teachers observe in their pre-service training?

RQ2   What did the pre-service non-native EFL student teachers perceive to be the primary characteristic(s) of ideal English language teachers?

RQ3   What teaching skills, teaching strategies, and classroom management skills did the non-native EFL student teachers put into practice in their own in-class

Methodology

Setting and participants

This study employed a qualitative approach with a case study research design. Forty-five NNESTs who took an 18-week course titled 'Foreign Language Teaching Practice' participated in the study. All 45 participants were in their 3rdor 4th year of university study, with more than 90% being enrolled in a bachelor of liberal arts degree program in the Department of Foreign Languages and Cultures at Fo-Gung University in Taiwan. The majority of the English-related courses offered by the department focus on building students' English proficiency (for example, in terms of grammatical knowledge) and preparing students to pass various English certification exams, such as the Test of English for International Communication (TOEIC), while other courses focus on English literature. Less than 10% of the courses consist of pedagogy-oriented courses such as the Foreign Language Teaching Practice course taken by the students who participated in this study.

Data collection and analysis

In order to obtain answers to the RQs presented above while examining the participants' practicum experiences during the course, qualitative research procedures were used to collect and analyze relevant data. The 45 study participants were required to either observe two lessons conducted by the teachers of after-school

English program for elementary school children or to spend one day in an 'English village' for primary school students in which the children learn from NESTs how to express themselves in different scenarios (Appendix B). After these observations, the participants provided their impressions using a 'Lesson story observation sheet' (Appendix A), which was adopted from a textbook by Harmer (2007).

In the research instrument utilized for the study, that is the "Lesson story observation sheet", the participants were asked to observe and write down what they notice about the teachers' teaching objectives (i.e. what the teacher was trying to achieve), the teaching equipments and techniques (e.g. TPR (Total Physical Response), the grammar translation method, communicative language teaching, or phonics) the teachers' manner and the students' manner in the classroom, what they liked about the lesson, and the participants' overall impressions of the lesson (Appendix A).

In analyzing the data collected through the Lesson story observation sheet, the participants' answers were re-examined several times and the key words of those responses were highlighted. This data analysis process was intended to better discern and explicate the particular experiences and perceptions of the participants.

Before the end of the semester, the course/study participants were also required to perform a 15-20 minutes in-class demonstration in which they worked in groups to teach other study participants who were playing the role of primary school children. The teaching materials to be used in these lesson presentations were prepared for the participants, but the participants had to design the lessons themselves.

Consistent with previous studies (Chen, 2014; Zou, 2009) (Appendix C), a number of specific criteria were then used to assess various aspects of these group performances, namely, the lesson planning, the procedures used to carry out the lesson, the language competence of the presenters, the use of teaching aids such as flash cards, the classroom management of presenters, and the effectiveness of the lesson in fulfilling the teaching objectives.

The followings list detailed the specific aspects each end-of-semester group presentation that were measured/ assessed: (1) language competence (e.g. the pronunciation, grammar, and use of words);(2) the lesson planning, and the specific procedures used to carry out the lessons (such as a "warm-up" or "introduction" to engage the class and provide some introduction to the new vocabulary and/or sentence patterns to be discussed, followed by the "lesson presentation", classroom activities for "practice", "production" sections, and "wrap-up" section to conclude the lesson); (3) the use of teaching aids such as flash cards, as well as classroom management; and (4) clear and suitable teaching objectives for the lesson (Chen, 2014, p.88- p.89; Zou,2009). To make sure that all the participants were familiar with the flow of the given lesson, each group of presenters had to submit a lesson plan with clear teaching objectives and then revised the lesson plans at least once before actually giving the demonstrations.

Findings

Adopting a qualitative case study approach, this study investigated the practicum experiences of 45 pre-service NNESTs during a course titled 'Foreign Language Teaching Practice'. More specifically, the practicum experiences in question consisted of the following:

I. The observation of two lessons presented by experienced

        teachers of the after-school English program

II.   One-day spent observing in an "English village" for primary school students in which the children learn from NESTs how to express themselves in different scenarios

III. An in-class demonstration and the preparation of a lesson plan for said demonstration

It should be noted that the participants' responses collected via the Lesson story observation sheet and quoted below have been revised as necessary to correct grammar and word choice errors.

RQ1   What teaching skills, teaching strategies, and classroom management skills did the non-native EFL student teachers observe in their pre-service training?

Many of the participants were able to pinpoint the strengths and weaknesses of the two lessons they observed. In addition, they also noticed some of the useful techniques and teaching approaches that can be used in English classrooms. Moreover, inspired by these lesson observations, some of the student teachers were encouraged to adopt innovative ideas and useful teaching equipment for their own subsequent in-class group demonstrations.

However, possibly due to a lack of relevant previous teacher training experiences, when asked to identify the specific techniques that they saw the experienced teachers using during in the two lessons they observed as well as those that they saw the NESTs use during the day spent observing the "English village" for primary school students (e.g. grammar explanations, pronunciation teaching, and speaking organization), many of the student teachers could not do so or were unable to provide detailed information about the particular techniques in question. Among the comments the study participants made regarding their lesson observations were the

following:

> The native English speaking teachers spoke English at a slow pace and repeated themselves several times if the children didn't understand the sentences.

> I thought the teacher had an effective method of managing a large group of students. She used oral commands and varied the volume of her voice in order to attract the students' focus. By using this approach, she never needed to scold or punish her students for misbehaving. It worked all the time.

> The native English speaking teachers set up different scenarios to teach the children about useful English expressions for daily-life settings. They role played with the students. The students focused on using their own words to express their thoughts. It was amazing!

> I thought the teacher used a good tempo in delivering the lesson, making it fun for the students to learn English and helping to maintain control over the whole class.

Most of the participants noticed one particular technique commonly used by English teachers of primary school children. Primary school English teachers tend to use various teaching aids, such as flashcards, posters, stickers, balls, and poker cards, and play various language games with students during lessons in order to attract and maintain the students' attention and involvement. Through the use of such teaching equipment and language games, the primary school children observed by the student teachers were generally entertained by and interested in the lesson, as reflected in the following comments from the NNESTs:

> The teacher used poker cards to play a game that got her students involved in answering the questions she asked.

> The children were annoyed by the reading exercise, but they had fun playing language games with the teacher during the class.

> The students felt a little bored for part of the class as they did not want to read. However, they had fun when they were playing the language game with the teacher.

RQ2 What teaching skills, teaching strategies, and classroom management skills did the non-native EFL student teachers observe in their pre-service training?

The participants had considerable praise for the experienced teachers' passion and enthusiasm in the classroom. The experienced teachers demonstrated high English proficiency during the lessons. They wanted to serve as models for the students by speaking English most of the time in the class and by motivating the students to take interest in the lesson. They also made extensive efforts to create a supportive and interactive learning environment for the children. In response, their students generally exhibited positive attitudes during the lesson. However, the student teachers did also notice some negative aspect to the classroom atmosphere. For example, some of the children got bored, distracted, or otherwise exhibited low levels of engagement during the lessons. The following comments constitute a representative sample of the NNESTs' observations in this regard:

> The teacher has excellent pronunciation. This is important for her students. I also like the way she interacted with the children and conducted the lesson.

The teacher is very active and funny. She acted like a good friend to the students, and the students were very excited and showed a positive attitude in the classroom.

The teacher was very patient with her students even when the students made mistakes.

I thought the teacher showed a lot of passion in teaching the students. This is very important. If I want to teach, I will need a lot of enthusiasm and patience as well.

The students always kept their eyes on the teacher and answered the questions loudly, regardless of whether their answers were right or wrong.

The teacher is an easygoing person who seems to have enough experience with teaching students of different ages. Her students respect her.

I didn't like the classroom atmosphere. If the students didn't know the answers, they seemed nervous and stopped talking.

Some of the students were very careful about not making mistakes in the class. They were afraid to speak out.

RQ3 **What teaching skills, teaching strategies, and classroom management skills did the non-native EFL student teachers put into practice in their own in-class demonstrations?**

To provide data to answer RQ3, the participants were required to perform an in-class group presentation lasting 15-20 minutes by

the end of the semester. Before the demonstration, they had to plan the lesson that they would present during the demonstration. Their performances were assessed in terms of the following aspects: language competence, the lesson planning itself, the procedures used to carry out the lessons, the use of teaching aids such as flash cards, classroom management, and the effectiveness of the lesson in fulfilling the teaching objectives (Chen, 2014, p.88- 89; Zou, 2009) (Appendix C).

To make sure that they were familiar with the flow of the lesson, the participants, working in groups, had to submit a lesson plan with clear teaching objectives and revise the lesson plan at least once before conducting the demonstration. The various groups shared ideas, generated knowledge for teaching, and developed confidence for their group demonstrations. The interactions among peer classmates inspired a number of good lesson plans, and they also had fun discussing what equipment they would use for the lessons.

During the demonstrations, a majority of the student teachers used a variety of self-designed teaching aids in order to make the demonstrations interesting. Since one part of the course introduced the participants to making use of teaching equipment, the participants had some clear ideas about how to design such teaching aids themselves so that they would be useful for language games, provide opportunities for practices, and encourage more interaction and engagement with the audience during the group demonstration. Nonetheless, a few of the participants included words and pictures on their teaching equipment that were too small for their audiences to see clearly.

In addition to such minor equipment-related issues, there were some problems with the lesson plans that the groups submitted and

with the group demonstrations themselves. Ideally, the procedures and design of classroom activities need to ensure that every child will be involved in and take part in the lesson. Moreover, the so-called 3P steps of 'presentation', 'practice', and 'production' need to target the teaching objectives specified in the given lesson plan. Some of the group demonstrations failed, however, to focus clearly on their teaching objectives. This might have been due to a misunderstanding of the procedures involved in lesson planning or a lack of training for actually delivering the lessons, but in any case, the major problem for most of the participants was maintaining a smooth flow in carrying out the steps of the lessons. Furthermore, many of the practice opportunities and language games only encouraged the engagement of a small group of the pretended classmates (their classmates in the course) at a time. Some of the students did not get a chance to actively engage in learning, practicing, and producing the language being taught, in which case the given demonstration failed, to a substantial extent, to achieve what it was intended to. A general lack of interaction and engagement was seen in many of the group demonstrations, which included a great deal of rote repetition exercises in which the students simply repeated what the NNESTs said.

One group started the lesson by reading a long dialogue and then asking the students to read the dialogue and do "fill in the blank" exercises on their own in the textbook without first even practicing the grammatical structures or the vocabulary involved in the lesson. From the researcher's point of view, the way they conducted the procedures of the lesson could cause confusion and a lack of clarity for EFL students. Another common problem among the study participants was that many were themselves lacking in English language competence. Plenty of grammatical errors, difficulties in expressing English sentences fluently, inappropriate word choices, and mispronunciations of English words occurred

during the group demonstrations, making the lessons confusing to the audiences.

Discussion and conclusion

This study investigated 45 non-native English speaking participants' practicum experiences of lesson observations and in-class demonstrations during a course titled 'Foreign Language Teaching Practice'. It was found that, during the lesson observations, most of the NNEST participants noticed some of the common techniques used by the experienced teachers, such as varying the volume of one's voice to attract students' attention, role playing the conversations to be used for different scenarios in class, and speaking at a slow pace to reduce misunderstandings. One important technique the participants identified was including language games in the lesson to promote student interactions and opportunities for language practice.

The study participants also identified the characteristics that they perceived to be the main characteristics of ideal language teachers, including good language proficiency, especially in terms of phonological skills like pronunciation, and the ability to provide instruction in fluent English, both of which were mentioned numerous times. In addition, they regarded patience, passion, and enthusiasm about teaching to be critical characteristics for English teachers of primary school children. Teachers with these types of characteristics tend to create a positive language learning environment for their students, making the students more likely to enjoy and participate in the class.

In the in-class group demonstrations, the participants' performances were assessed in terms of the following aspects: language competence, the lesson planning itself, the procedures used to carry out the given lesson, the use of teaching aids such as

flash cards, classroom management, and the effectiveness of the lesson in fulfilling the teaching objectives. It was found that, in general, the participants could use self-designed teaching equipment for language games and exercises. However, they still required more training regarding lesson planning as some of the classroom activities they included in their lessons were not related to the teaching objectives, while the steps for carrying out the lessons were sometimes confusing to their audiences. Moreover, many of the lessons only seemed to engage a small part of the overall audience and thus produced very limited learning outcomes, while the presenters themselves committed numerous grammatical errors during the demonstrations.

The findings of the present study are consistent with those of many previous studies with regard to the challenges faced by current NNESTs in making continuous improvements in two areas: the language itself and language teaching pedagogy (Miranda, 2003; Wang & Lin, 2014). In addition, the findings suggest potential directions for future studies of pre-service NNEST training programs and potential refinements to such programs themselves. In particular, they suggest that pre-service NNEST training programs need to focus on building up the English competence of NNESTs.

As NNESTs, they need to get maximum exposure to English in their daily lives and to become familiar with their own strengths and weaknesses in terms of English language learning. Productive skills (speaking and writing) are usually the most difficult skills for NNESTs to learn (Miranda, 2003). As such, the teacher-training program needs to give students more instruction and training in these two areas of language skills and more opportunities to use English as a means of communication so that student teachers can establish credibility and maintain their self-confidence in the field of English language teaching. The student teachers would thus be

more knowledgeable and better able to provide a reliable model of the English language for their students in the future careers.

Apart from ensuring each NNEST's qualifications to teach English, a teacher-training program needs to provide opportunities for more observation and supervision for the student teachers. A program should encourage student teachers to regularly attend related workshops, conferences, or seminars, in order to constantly update their knowledge of language teaching techniques. More in-class observation and supervision activities should also be included in the given training program itself so that the student teachers have sufficient opportunities to self-evaluate their teaching performances and become more effective in delivering and conducting English lessons.

The current study only examined the perspectives, reflections, and end-of-semester demonstrations of the particular student teachers who participated in an 18-week, "Foreign Language Teaching Practice" course, conducted by the Department of Foreign Languages and Cultures of Fo-Goung University in I-lan, Taiwan. However, this 18-week course may not have been long enough to give students sufficient time to practice how to design and deliver an appropriate lesson plan. An appropriate teacher training program should thus include more intense training in these two areas. Furthermore, it would be illuminating if further studies related to NNEST teacher-training program were to investigate the experience of student teachers trained in other areas in Taiwan or at overseas institutions. In addition, further research into teacher-training programs should include extended investigations of how those NNESTs deliver their English lesson plans when facing actual primary school EFL students.

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Appendix A: Lesson story observation sheet

When watching the Lesson stories, copy and complete the following observation sheet in note form.

Teacher' s name	
Level	
What the teacher was trying to achieve(check the opening screen caption)	
What teaching equipment (paper, books, technology) the teacher used-and your reactions to this	
Techniques the teacher used (e.g. grammar explanation, pronunciation teaching, speaking organization)	
Things you noticed about the teacher' s behaviour/manner in the lesson	
Things you noticed about the student' s behaviour/manner in the lesson	
Your favourite part of the lesson	
Your overall impression of the lesson	

If possible compare your observation sheet with a colleague.

Appendix B: Field experience: Visiting the English Village in I-lan

Time: 105, 4/1 (8:30 – 12:00)

Leading teacher: ya-lin lu

Participants:
1021181(Department of Foreign Languages and Cultures)
 Cindy Liu

1021590(Department of Foreign Languages and Cultures)
Jenny Zen

1021594(Department of Foreign Languages and Cultures)
Peter Wu

1021595(Department of Foreign Languages and Cultures)
Tommy Wang

1021596(Department of Foreign Languages and Cultures)
Ann Shoo

1021600(Department of Foreign Languages and Cultures)
Apple Wu

1021560(Department of Foreign Languages and Cultures)
Betty Hung

Appendix C: Sample lesson plan

Lesson Plan		
school:	class:	Date:
New Vocabulary	Apple,egg,orange,banana,cake	
New Sentence Patterns	Spell apple,Please,	
Teaching Aids	CD, realia, flash cards interview cards	
Steps 1.Warm-up	Say "hello" to the students，listen to the song "What's this"，after that, the teacher lead the whole class to sing the song and review the sentence patterns being told last week	Time 5mins
2.Presentation	Teach the new vocabulary:apple,egg,orange,cake,banana(thestudents will hear the teacher read the vocabulary 3 times for them Spell apple,please, a-p-p-l-e (the whole class follow the teacher)	8mins
3.Practice	Guide the students to read the new vocabulary and sentence patterns "What's this? It's a /an_____?"	10mins
4.Production	The students produce the vocabulary and sentence patterns on their own (use the flashcard to assist them)	10mins
5.Wrap-up	Complete "interview cards"	7mins
Homework	Complete the assignment on p10	
Note		

摘 要

　　過去研究發現，英語教學實務課程與實習經驗課程，提供非英語為母語的英語實習老師，顯著的價值及影響。本研究計畫以質化研究為主，目的為探討英語教學實務課程修課學生，對於此類課程的主觀意見和對他們未來在英語教學職涯的幫助及影響。參與此次研究計畫的學生為45名台灣佛光大學外文系之大三及大四的選修學生（為期8周"外語教學實務"課程）。在這8周課程中，參與計畫的學生（即選修此課程之學生），被要求要觀摩二次國小英語課後輔導課程，或參與宜蘭縣內，由外國老師帶領的國小"英語村"活動。不管選擇任一活動，參與學生皆須繳交課程觀摩心得報告。

　　分析研究資料後顯示，研究對象能清楚指出所觀摩課程之優缺點，並發現實用的英語課程教學技巧，但另一方面而言，研究對象對評論及辨識英語課程中，老師所使用的特定教學法有困難。研究資料同時顯示，研究對象的英語能力明顯影響他們分組英語示範教學的表現，研究對象仍需更多教學計畫撰寫及教學活動設計之訓練。為教學目標之達成做更緊密得連結。

關鍵詞：英語教學實務課程、非英語為母語的英語實習老師、教學目標、個案研究