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The Effects of NESTs' Beliefs on Their Elementary School Classroom Behavior

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Abstract

Native English Speaking Teachers (NEST) is recruited in Taiwan to enable Taiwanese learners to be exposed to authentic linguistic input and produce native-like output. This qualitative case study aimed to explore the effects of six Native English Speaking Teachers' (NEST) beliefs on their teaching and classroom behavior. Based on the thematic analysis of lesson plans, observation notes, and semi-structured interviews, this study had the following major findings. First, NESTs tended to use their linguistic advantages and provide learners with listening input. Secondly, NESTs as native speakers did not only use English in their classrooms. Instead, they had preferences for the use of L1, Mandarin Chinese, from their students or co-teachers. Thirdly, NESTs did not use their linguistic advantages in providing oral output or interaction with their learners. Their activity designs were mainly drilled in practice without meaningful and authentic culture. Fourthly, with the advantage of knowing the target culture, they did not integrate this into their lessons for helping learners develop cultural awareness. Four suggestions on in-service teacher education for NESTs are provided in terms of the interactive co-teaching model, emphasis on contextualized instruction, fostering pedagogical knowledge, and focus on cultural awareness.

Keywords: *Belief, Classroom practice, Linguistic advantage, Native-speakerism, NEST*

1. Introduction

Fifth and sixth graders began to receive English instruction in Taiwan in 2001. With the implementation of a new policy, the third through sixth graders were taught English in 2005 [1][2]. Many cities and counties in Taiwan recruit native English-speaking teachers (NESTs) to help Taiwanese young learners develop native-like English abilities under the prevalence of the communicative language teaching approach [3][4]. Some people express the so-called "native-speaker myth," referring to the belief that "native English speaking teachers are better than local teachers" [11]. However, problems have occurred due to the employment of NESTs in Taiwan, such as classroom management issues, co-teaching issues, or cultural issues (e.g. [5][6][3][7]).

This study aimed to discuss the effects of six NESTs' beliefs on their teaching and classroom behaviors, identify the merits and problems of their classroom practice and behaviors, and therefore provide implications for better pedagogical practice. As the advisor to one NESTs program in a central city in Taiwan, the researcher had opportunities to observe and interview NESTs in the spring semester of 2018. This study discussed the following

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research questions. First, what were these NESTs' beliefs and myths? Secondly, what were the biggest problems and merits of the NESTs' classroom practice? Third, what were the co-teaching models implemented by these NESTs and their co-teachers? Furthermore, based on the results of the data analysis, suggestions on in-service teacher education for NESTs are provided.

2. Literature review

Issues discussed in this literature review included definitions of native-speakerism, the influence of native-speakerism on English instruction, the merits and problems of NESTs' beliefs on native-speakerism in English language teaching, empirical studies, literature gaps, and the conceptual framework.

2.1. Definitions of native-speakerism

Native-speakerism is an ideology [8][9]. Such ideology came from Phillipson's [10] "linguistic imperialism" as the concept of the native speaker as a superior model. A native speaker has the expertise, proficiency, fluency, and continual use as the dominant language [11]. Hence, Holliday [12] defines native-speakerism as "teachers of English; represent a Western culture from which spring the ideals both of English and of the methodology for teaching it" (p. 6).

2.2. Influence of native-speakerism on English instruction

Native-speakerism enables NESTs to demonstrate superior professional identity in their instruction. Aboshiha [13] used interviews, field notes, and critical incidents to analyze a group of NESTs' views of native-speakerism in the globalizing world. They viewed themselves as having a superior professional identity based on their pronunciation, classroom practice, ethnicity, and British education background. Similarly, Lowe [14] explored the influence of native-speakerism in three Japanese universities. Lowe [14] concluded that a bias existed toward the qualifications in two of the institutions and the subtle native-speakerism teaching approaches were preferred over locally developed techniques.

Moreover, Lowe and Kiczkowiak [15] used duoethnography as the research method to explore one NEST's and one non-native English speaking teacher's (NNEST's) attitudes toward native-speakerism. Through narratives, interactions, and dialogues, these two participants demonstrated stereotypical beliefs about the NEST and NNEST. The native-speakerism affected their careers, self-confidence, and professional standing.

2.3. Merits of native-speakerism

NESTs with beliefs of native-speakerism have some merits for English language teaching. First, NESTs tend to use different fun techniques, methods, or approaches [16]. The analysis of the questionnaire and interviews in Alseweed's study [17] revealed that 169 Saudi undergraduates regarded NESTs' methods as motivating for language learning.

Secondly, NESTs provide conversational, accurate, and authentic English [16][18][19][20]. NESTs are regarded as better for teaching pronunciation and oral language [20][26]. Learners might benefit from authentic exposure to native speakers of English such as the acquisition of English idioms, slang, and culturally embedded expressions [22].

Third, communication as the goal of instruction is the main focus for NESTs [16]. Torres [23] examined 102 adult learners' preferences for NESTs and NNESTs. The result indicated that adult learners have a preference for NESTs, particularly in pronunciation and writing.

Fourth, the collaboration between NESTs and NNESTs results in a positive influence on learners' English learning and their professionalism [17][24][25][26][27]. Hasegawa [36] interviewed ten Japanese teachers of English (JTEs) and twelve NESTs as assistant language teachers (ALTs). JTEs claimed that team teaching with ALTs enabled them to have further opportunities to use English while teaching.

Finally, the employment of NESTs might reveal a country's globalization, English, and international education (e.g. [4][29][38]). Take Korea as an example. The policy of promoting one NEST per school at elementary and high school levels aims to provide Korean EFL learners with more English input in an authentic English environment and cultural awareness (Jeon, 2009 [30]).

2.4. Problems of native-speakerism

In contrast to the positive influence of NESTs in ELT, native-speakerism may lead to some problems. First, some of NESTs might lack competence in pedagogical preparation [16][18][29][30]. An analysis of the narrative inquiries among four NESTs in Breckenridge and Erling's [29] study found that NESTs were criticized for lacking pedagogical expertise. Three NESTs in Chen and Cheng's [6] study claimed that they struggled to teach English in Hsinchu in Taiwan for the first year due to their inadequate training and teaching experience, particularly the phonics instruction. They lacked both pedagogical content knowledge and pedagogical content knowledge, so they need to adjust their instruction to meet the needs of their students and gain more knowledge about the classroom, school, and societal contexts.

Secondly, NESTs might lack contextual awareness [16][18]. Materials designed for teaching might be culturally inappropriate or biased to the needs of the local teachers or learners [31]. The analysis of the narrative inquiries among four NESTs in Breckenridge and Erling's [29] study revealed that the NESTs lacked knowledge of the local language. They were insensitive to the local context and were not aware of the effort required in learning English as a foreign language as learners because they had not experienced the process themselves.

2.5. Empirical studies on native-speakerism and the literature gap

Some of the empirical studies focused on the influence of native-speakerism on English language teaching, curriculum, and pedagogy [32]. Amin [32] analyzed eight minority immigrant women who taught ESL in Canada regarding their concepts of native-speakerism and their negotiating linguistic manifestation. Instead of following native speakers' norms on pedagogy, these eight participants built their pedagogies based on their non-native speakers' English status and their privileged understanding of the problems and weaknesses that their learners faced in learning English. Hence, Amin [32] concluded, that the "native speaker model is not a pedagogically sound principle in all teaching contexts".

McNeil [57] compared the performance of four groups of Hong Kong teachers of English in identifying the vocabulary unfamiliar to the secondary learners. Of all the four groups (native speaker expert, native speaker novice, non-native speaker expert, non-native speaker), native speaker experts were at a distinct advantage in identifying problematic vocabulary in connection with reading texts.

The current empirical studies mainly focus on adult learners' perceptions of NESTs and NNESTs (e.g. [7][21][25][33][34][39]). Most of the studies employed survey research. Waters [35] claimed that insufficient empirical studies focus on native-speakerism in the English language teaching curriculum and pedagogy. Rather than using only the questionnaire as the survey research, this study aimed to employ different types of data to pinpoint the effects of native-speakerism on NESTs' classroom practice and behavior.

3. Method

The case study was employed in this study because the case study concentrates on experiential knowledge of the case [36]. The study focused on the individual case studies of six NESTs in Taiwan. Through these six case studies, the researcher aimed to explore and analyze each case, rather than generalizing beyond it [36].

3.1. Setting and participants

Participants in this study included six NESTs and one coordinator in the central city of Taiwan and the names used are pseudonyms. These participants were chosen and recruited by convenient sampling because the researcher was invited to observe these NESTs' teaching practices. The participants' demography is revealed in [Table 1].

Table 1. Participants' demography

names	schools	nationality	teaching experience
Ted	Tyler	Canada	17
Tom	Spencer	Australia	1
Sam	Stanley	South Africa	13
Nat	Newman	the United States	13
Pam	Perry	South Africa	2
Willy	Woodrow	South Africa	2

Three NESTs came from South Africa and two were from the United States. Ted was the only NEST from Canada and had more than twenty years of teaching experience in different schools in Taiwan. Two NESTs had thirteen years of teaching experience and three NESTs had less than three years of English teaching experience.

3.2. Data collection

Data were collected during the 2018 spring semester from February to June. Data collected in this study included lesson plans, observation field notes on six NESTs' teaching practices, field notes on post-observation meetings between the six NESTs and the coordinator, and semi-structured interviews.

The researcher asked the NESTs for permission to observe their elementary school classroom practice. All six of them were willing to be observed and signed the consent form. Before the observation, the NESTs also wrote their lesson plans. Six lesson plans were collected for later analysis.

During the observations, various classroom activities were observed by the researcher. In total, the researcher observed one class per NEST and each class was forty minutes. The researcher took field notes of the observations. After each observation, the coordinator held post-observation meetings and the researcher also took the field notes of the meetings.

After the observation and post-observation meetings, the researcher had a brief semi-structured interview with the teachers, whose classes were observed regarding the rationale for the lesson and the activity designs, co-teaching models, teaching beliefs, advantages or disadvantages of being a native-speaking English teacher, and so on. Each interview lasted thirty minutes.

3.3. Data analysis

All six interview recordings and observation fieldnotes were transcribed during data collection. The first round of coding was deductive and was based on research questions or the prominent themes in the literature on native-speakerism (e.g. charades, role-play, dialogue). Then, the researcher coded inductively, thematically, and by cases, and compared code occurrences both within and across cases (e.g. techniques, rich input). Such a coding process revealed overarching themes and patterns. To ensure the trustworthiness of the study, triangulation of the data and member checking were employed. The researcher sent the tentative analysis and interpretation of the data to the NESTs and coordinator to elicit their feedback.

4. Results

Based on the analysis of the interview, observations, and lesson plans, NESTs' teaching practice, and beliefs are discussed in terms of implementation of games and activities, rich listening input but insufficient output, and no authentic context offered on the possible use of the target vocabulary and grammar points, a lack of intercultural awareness, problematic sequence of activity designs and instruction, and common use of L1. While the first two themes were used to answer the first and second research questions on NESTs' beliefs, myths, and strengths, the third to the fifth themes were used to answer the first and second research questions on NESTs' beliefs, myths, and problems. The last theme was used to answer the third research question on the co-teaching model.

4.1. Implementations of games and activities for instruction

These NESTs used different types of games or activities for their instruction, such as charades, matching games, or role-playing. Below was Willy's warm-up activity on "rubber chicken." He used the activity "rubber chicken" to ask students to say the words they learned.

Lesson Plan #1: Willy's Warm-up Activity
Warm-up

Start this lesson with a warm-up activity called rubber chicken. I'll tell my students which set of vocabulary words they must produce for this activity, which are any English vocabulary. When the students are in a circle, they randomly throw the chicken at one another. The person who catches it has three seconds to produce a word that fits into the vocabulary set. If they fail, they must stand in the center of the circle and try to intercept the chicken to return to the outer circle. If the student intercepts the chicken, he or she must produce a word to return to the circle. (Willy Lesson 01)

Excerpt 1 was Tom's activity on reviewing the vocabulary words on occupation. He asked his students to stand around the desk. Students kept on walking or running till he made a signal. He then led the whole class to ask one specific student a question "Are you a ___?" That student had to answer the question based on the word or picture card.

Excerpt 1: Tom's Activity
Tom: Now, stand up, stand around the desk.
Tom (Puts the word and picture cards all around the edge of the desk): Walk, walk, walk. Stop. Asks Joseph, "Are you a doctor?"
Learners: Are you a doctor?
Joseph (Standing in front of the word card "nurse"): No, I am not.
Tom: Let's run, run, run, run around the desk. Asks Lily, "Are you a student?"
Learners: Are you a student?
Lily (Standing in front of the word card "student"): Yes, I am a student.

When asked the rationale for designing the class activities, Tom said, "Kids are young. They like to move around and have a shorter attention span. They enjoy games and activities." Willy also said, "Kids enjoy different types of fun games, such as charade or board games." Hence, NESTs thought that using different types of games or activities in class could help their learners to learn English.

Such finding was in accord with Chun's [33] survey research that 125 Korean college students believed that NESTs applied a wider variety of teaching methods in their classroom, compared to the NNESTs. Overall, compared to NNESTs' more strict and realistic teaching styles, NESTs' teaching styles were considered to be more flexible and innovative.

4.2. Rich listening input but the insufficient output

These NESTs provided Taiwanese young learners with rich listening input in class such as the content of the instruction, role-playing, or classroom language. In Excerpt 2, Sam used PowerPoint slides to reach places, such as bakeries. He taught not only the words but also sentence patterns, "Where are you going?" "What can you buy in the bakery?" and "Why do you go to the bakery?" Learners had opportunities not only to learn the keyword, "bakery," but also other related sentence patterns or words, such as "bread."

Excerpt 2: Sam's Instruction
Sam (Showing the PowerPoint slides of the words): Bakery
Learners: Bakery
Sam: Let's say the sentence, "Where are you going?"
Learners: Where are you going?
Sam: I am going to the bakery.
Learners: I am going to the bakery.
Sam: What can you buy in the bakery?
Learners: miao bao
Sam: Bread. You can buy bread in the bakery. Repeat after me, "You can buy bread in the bakery."
Learners: You can buy bread in the bakery.
Sam: Why do you go to the bakery?
Learner 1: Buy bread
Sam: You are right. You can answer, "I go to the bakery to buy bread." Repeat after me.
Learners: I go to the bakery to buy bread.

NESTs as native speakers can produce fluent spontaneous input or discourse for language learners. They can exhibit a wide range of communicative competence ([27][37]. Moreover, NESTs can recognize acceptable and unacceptable versions as Sam said, "I go to the bakery to buy bread" in Excerpt 2.

Although these NESTs provided Taiwanese young learners with rich listening input, they did not provide learners with meaningful context for output. Learners were asked to repeat after the teacher or just drill practice for example in Excerpt 2. This study was inconsistent with other studies. While NESTs generally regard language as a means of achieving a communicative goal, NNESTs tend to view English primarily as a school subject to be learned and only secondarily as a communicative medium to be used [38].

NESTs as native speakers could help EFL learners to be aware of the goals of language learning for communication [19]. Task-based language learning is suggested by Cook [40] for learners to "acquire abilities that they can acquire as independently of native speakers' models".

4.3. Lacking authentic context offered on the possible use of target vocabulary and grammar points

When these NESTs introduced the vocabulary and sentence patterns, they failed to provide an authentic and meaningful context in which these vocabulary and sentence patterns could be used. The NESTs used flashcards or PowerPoint slides to teach the words and sentence patterns for example in Excerpt 2.

Lesson Plan 2 provides another example. Pam did not provide the context for using vocabulary words on seasons. Pam only used flashcards to teach each vocabulary word.

Lesson Plan #2: Pam's Lesson Plan on Seasons

The teacher introduces the new vocabulary to the students with flashcards that have words and pictures on them (e.g. summer, sun; fall, leaves; spring, flowers; winter, snow). Let the students practice saying the new words. The teacher will guide them if they struggle with the pronunciation. Let the students say each season with its matching vocabulary word. Ask the students what season it is at the moment. Guide them to say "summer."

Widdowson [41] defines authentic language use as "language used outside the classroom context when engaging with people who speak the language". NESTs are expected to have the advantage of authenticity in English teaching because they are native speakers. Through NESTs, EFL learners can be exposed to a native-speaking environment and interact with them [33][41]. However, Pam and Sam failed to provide authentic language context on vocabulary and sentence instruction for Taiwanese young EFL learners.

4.4. Problematic sequence of activity designs and instruction

When NESTs designed and delivered their lesson plans in classroom practice, the sequence of activity designs and instruction was problematic. Take Excerpt 3 as an example. It was the first lesson of this unit. Learners did not learn the vocabulary words in places, such as the library, museum, or swimming pool. Ted only said the word once and learners could repeat it after him. Ted did not teach the word form and he asked learners to match the word and picture card. Learners did not learn the sentence patterns yet. Learners were not familiar with the vocabulary and sentence patterns. After five minutes of vocabulary instruction, he directly asked learners to do finger reading and read the dialogue in the textbook.

Excerpt 3: Ted's instruction
Ted (six flashcards on the blackboard, points to the flashcard "library"): Library
Learners: Library
Ted: Do we have a library in our town?

Learner A: Yes.
Ted (Puts the flashcard "library" under Yes)
Ted (Holds the word card "library"): Library, which one, this one.
Learners: Yes.
After 5 minutes,
Ted: Open your book to page 12, Unit 2. Where are you going?
Learners: Where are you going?

The overall activities of these six NESTs did not follow the sequence of language acquisition from receptive (listening and reading) to productive skills (speaking and writing). The problem these six NESTs faced was similar to what Butler [5] observed among teachers in Taiwan, Japan, and Korea. Teachers were found to have problems in identifying activities and assisting learners in developmentally appropriate ways. Hence, Chun [33] claims that NESTs may not be qualified without undergoing appropriate training in language instruction and theories on second language acquisition.

During the post-observation interview, when asked, "How could your learners learn vocabulary in five minutes and be able to read the dialogue," Ted answered, "For each unit, I only had three class periods to teach. After each unit, I had to give them an oral test. The only thing that I could do was to quickly go through each unit." NESTs such as Ted in this study seem not to be equipped with sufficient pedagogical knowledge and theories of second language acquisition. NESTs should reflect on themselves by reifying the relationship between their understanding of theories and classroom practice.

4.5. Lacking intercultural awareness

These six NESTs taught topics such as location, occupation, and Mother's Day. They mainly taught the vocabulary words, sentence patterns, or dialogue in the textbook. These six NESTs as native speakers did not integrate intercultural awareness or local culture into their instruction.

In Excerpt 4, during the post-observation meeting, the coordinator identified the problem of associating the sun with summer. The coordinator also suggested that different seasons around the world could be introduced to Taiwanese EFL learners. Pam did not use the attributes of being a native speaker to arouse learners' cultural awareness through her instruction and activity designs.

Excerpt 4: Post-observation meeting
Coordinator: You ask students to match the word "sun" to "summer." But you can see the sun all year. When you try to teach seasons, maybe you can introduce different seasons around the world.
Pam: That's a good idea.
Coordinator: Maybe you can tell students it is summer in June in Taiwan. But it is winter in Australia. Learners can learn about seasons in different countries. This involves cultural awareness.
Pam: I have never thought of this before. Thank you for your advice.

NESTs as native speakers are regarded as having competence in providing cultural competence and knowledge to EFL learners [27][33][42]. However, Pam in this study failed to integrate cultural awareness into her instruction. NESTs should be aware of learners' local needs and put them into a learning context [42][43].

4.6. Common use of L1

Although these six NESTs were so-called native speakers, Nat, Pam, Sam, and Ted tended to ask their co-teachers or young learners the meaning of the words or sentences in Chinese. In Excerpt 5, Nat asked his young learners how to say "card" and "It's for you" in Chinese. Nat

Excerpt 5: Nat's instruction
Nat (Holds a Mother's Day card in his hand": What is "card" in Chinese?
Learners: kai-pen.
Nat: Gofod.
Nat (Gives the card to his co-teacher and says "It's for you."): What is "It's for you" in Chinese?
Learners: che shih kei ni te
Nat: Good.

When asked the purpose of asking Taiwanese learners the Mandarin Chinese translation of words and sentences, Nat said, "I think my learners need to know the Chinese meanings. Without the Chinese translation, they may not know the lessons, words, or sentences." Nat's belief in using Mandarin Chinese in his classroom practice was questionable. Scholars claim that using maximal amounts of the target language is crucial for language learners to acquire the language [44].

Except for Tom and Willy, the other four NESTs asked the co-teachers to provide the translation during their instruction. When asked about their roles as co-teachers, they thought that the main role of co-teachers was to provide a translation. Ted said, "I explained to the learners how to complete the worksheets. I usually ask my co-teacher to translate. So the learners can finish the worksheets."

These four NESTs' beliefs on the co-teaching model were similar to the team teaching between NESTs and Japanese English teachers in Tajino and Tajino [46]. While the NESTs focused on communication and interaction, the NNESTs worked on explaining and answering questions about facts and forms. Scholars [43][46] suggested that both NESTs and NNESTs should share the responsibility equally in terms of effective use of English as the target or first language to build an effective learning classroom and bilingual language users.

5. Discussions and implications

This qualitative case study used triangulated data to analyze the effects of native-speakerism on six NESTs' beliefs and classroom behaviors. Based on the analysis, this study had the following major findings. First, NESTs tended to use their linguistic advantages and provide learners with listening input. Their teaching styles were fun and interactive with games, drills, and activities. Secondly, NESTs as native speakers did not only use English in their classrooms. Instead, they had preferences for the use of L1, Mandarin Chinese, from their students or co-teachers. Thirdly, NESTs did not use their linguistic advantages in providing oral output or interaction with their learners. Their activity designs were mainly drilled in practice without meaningful and authentic culture. Fourthly, with the advantage of knowing the target culture, they did not integrate this into their lessons for helping learners develop cultural awareness. Finally, with insufficient pedagogical content knowledge, the sequences of activities designed by these six NESTs were problematic.

Based on the major findings of previous empirical studies and this study, as well as Duff and Uchida's [47] "Process of Identity Negotiation," the conceptual framework was proposed

as in Figure 1. First, native-speakerism or the native teacher fallacy might result in strengths and problems. NEST's beliefs might be affected by such native-speakerism. NESTs' beliefs might lead to influence the designs of both the "curriculum as plan" and the "lived curriculum." While "curriculum as plan" refers to the content of the required textbook to be covered in the class, the "lived curriculum" includes NESTs' personal life or culture, characteristics of the class, school, or the local community. Such curriculum designs should be implemented in classroom practice. The results of this whole process could be taken into consideration for elements of training for NESTs.

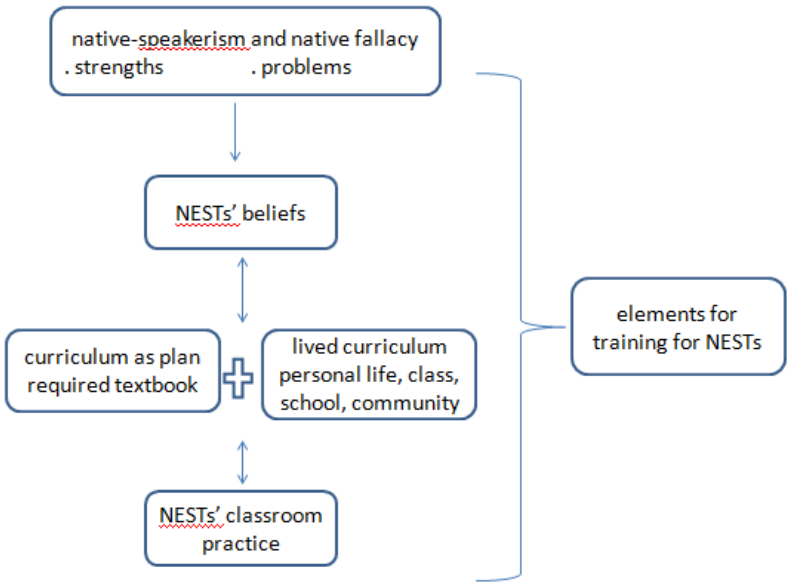

Figure 1. Training for NEST

Regardless of NESTs' backgrounds, require preparations for teaching their learners are crucial. Based on the above findings, to equip NESTs with competence in teaching English in the Taiwan context, four major elements should be included in in-service teacher education. These elements include the co-teaching model, contextualized instruction, pedagogical knowledge of lesson designs, and cultural awareness.

5.1. Co-teaching model

NNESTs in this study could act beyond translators or assistant teachers. NESTs and NNESTs must be aware that they are equally qualified and can both contribute to their learners' English learning in the classroom [3]. NESTs and NNESTs have strengths and characteristics that make them competent language teachers, so they can be brought into the classroom practice for their co-teaching (e.g. [20][25][26]).

Scholars recommend six different approaches to co-teaching as follows: "One Teaching, One Observing," "One Teaching, One Drifting," "Station Teaching," "Parallel Teaching," "Alternative Teaching," and "Team Teaching" [40][49][50]. Hence, they must be trained to be aware of different types of co-teaching models during training. Based on the characteristics of learners, class atmosphere, NESTs, and NNESTs, NESTs and NNESTs can decide upon which co-teaching model they employ in their class and do the co-planning. They must have a

clear understanding of the roles that each has to play under one specific type of co-teaching model in class [28].

5.2. Contextualized instruction

The three NESTs in this study did not teach the vocabulary and sentence patterns or design activities based on meaningful and authentic contexts. This problem can be observed among many EFL teachers because they face challenges in situating English activities in their respective socio-cultural contexts [5].

According to Bygate [51], "students who were provided with opportunities to repeat communication tasks were found to be significantly more fluent on repeated versions of a type of task to which they had been exposed than on repeated tasks to which they had not been exposed''. Hence, NESTs need to be trained to have the pedagogical content knowledge on contextualized vocabulary and sentence instruction that reflects both locally and globally [52].

5.3. Pedagogical knowledge of lesson designs

NESTs should gain a good knowledge of contrastive linguistics before teaching their language [53]. Moreover, NESTs need to be prepared for language teaching pedagogy [48]. They should be trained to have pedagogical content knowledge on lesson designs, particularly the meaningful context or sequence of activity designs and language acquisitions. When NESTs become familiar with these theories, language acquisition, or language teaching principles, they should consider the locality for lesson planning and activity designs [24]. Hence, they will be able to design lessons to validate learners' knowledge and cultural resources to facilitate their language skills.

5.4. Cultural awareness

NESTs can be representatives of their culture and community and influence learners' inter-cultural awareness emphasizes that the teaching of culture needs to focus on learners' knowledge of cultural values and beliefs [25][54]. The analysis of a questionnaire among Indonesian college learners in Murtiana [25] indicated that learners expected their NESTs to conform with or adapt to the local culture.

NESTs must be trained to choose appropriate materials for the learning target culture, source culture, and international target culture [25][55]. When NESTs integrate culture into their instruction, learners should be encouraged to consider their own culture another [56]. Moreover, to help NESTs collaborate with NNESTs, cross-cultural training or cross-lingual activities could be incorporated into NESTs' professional development [57].

6. Conclusion

Based on the thematic analysis of lesson plans, observations, and interviews, this qualitative case study identified NESTs' beliefs on native-speakerism as well as the merits and problems of their classroom behavior, and suggestions on their professional development were provided. This study aimed to contribute to the language teaching profession of NESTs, using the advantages of being native speakers, to demonstrate their competence to meet the needs and expectations of EFL learners, and to design and deliver more effective instruction. Administrators and teacher trainers can also make the best use of elements suggested here for

teacher education and consider them when designing job-embedded professional development.

This study has two major limitations. First, this was only a small-scale case study with a limited number of participants. However, this study aimed to present one of the many EFL contexts in Taiwan regarding the influence of native-speakerism on NESTs' beliefs and classroom practice. A further study can explore the EFL contexts in other cities in Taiwan or around the world and such studies can compare and contrast the factors that affect the native-speakerism beliefs and classroom practice of NESTs.

Secondly, this study discussed the effects of native-speakerism on NESTs' beliefs and classroom behaviors. This study focused only on participants' perceptions of the importance of being native speakers and its influence on their beliefs and classroom behaviors. Other factors such as NESTs' skills, competence, qualifications, knowledge, or training that might affect their classroom practice were not taken into consideration and discussion. A further study can explore the impacts of these factors on NESTs' beliefs and classroom behaviors.

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