Cross-cultural Encounter in English-speaking Classes –A Case of Academic Cultures in Distance between Taiwanese Students and Their Native English-speaking Teachers in Six Colleges of Technology in Central Taiwan

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Abstract. Academic culture in distance occurs in the academic setting where non native English-speaking students and native English-speaking teachers might have different expectations/attitudes toward what good learning/teaching is. Many researchers have argued for the need of exploring the mismatching belief/ expectation about learning and teaching between ESL/EFL students and their native English-speaking teachers. This study aimed to investigate if there are mismatches between EFL Taiwanese students' learning expectation/preference and their native English-speaking teachers' teaching objective/approach in the English conversation class. It further explored what are the Taiwanese college students' learning strategies and adjustment in their native English-speaking teacher's class. Six hundred seventeen Taiwanese English major students from six target colleges of technology in central Taiwan were the participants. The researcher-developed questionnaire was filled out by the six hundred seventeen students. The results of this research yielded positive evidence that academic culture in distance between Taiwanese students and their native English-speaking teachers existed in the classroom. In addition, certain learning strategies related to the student's adjustments to the culture differences were identified. Based on the findings, this research provides not only a framework for understanding Taiwanese students' culture of learning, but also useful suggestions for education in the field of TESL as well as in cross-cultural studies.

Keywords: academic culture, culture of learning, cross-culture, EFL, TESL, native English-speaking teacher, learning preference, learning expectation, teaching style, adjustment

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Introduction

Recent studies in English teaching have put more and more emphasis on the need to understand language learners' emotions, interests, motivation, expectations and needs. These factors listed above have been taken as requirements for a better understanding of the cultural and linguistic differences (Norton-Peirce & Toohey 2001; New London Group 1996). Additionally, numerous books regarding how culture influences thoughts and behaviors have been published (Brislin, 1993; Gudykunst,1994). These publications have clearly demonstrated that the influences of different cultures on thinking and behaviors could be quite broad and wide. Byram and Morgan (1994) argued that second language (l2) learners enter the second language classroom inevitably with their own native cultures (L1 cultures), which have already become a part of themselves. It is impossible that L2 learners can easily get rid of their own cultures when they are learning the L2 and L2 cultures. L2 learners are strongly connected to or boned with their native cultures. Therefore, Byram and Morgan (1994) instead suggested the need for L2 learners to confront their own cultures. Byram and Morgan (1994, p. 44) explained, "Learners need to become aware of their own cultural schemata in order to effect an acknowledgement of those of a different culture." Similarly, Kramsch (1993) emphasized the significance of the role of L1 cultures in the L2 classroom. She argued that since L2 learners' worldviews, values, beliefs, and assumptions are connected to or affected by their L1 cultures, their understanding of L2 cultures will be more or less influenced. Consequently, L2 learners' second language acquisition might be affected as well.

Most of all, students from different academic cultures might exhibit different learning preferences. In other words, students from different cultures might exhibit different learning styles and prefer different learning / teaching approaches due to their native cultural influences and social effects (Lin, 2008; Park, 2000; Richardson, 1994). The conflict caused by the distance in cultures may affect learners' learning attitudes. Consequently, students' learning motivation might be reduced and affective language learning could be prohibited if they have negative attitudes toward language learning. Thus, it is critical for a teacher to examine the learning attitudes / preferences of his or her pupils' (Oxford, 2001). Lin (2008) further concluded that there is a need to examine how academic cultures in distance between the nonnative English-speaking students and their native English-speaking teachers might influence each other's expectations/attitudes toward what good learning / teaching is.

Statement of the Problem

The academic cultural distance between L2 teachers and students is important for language teachers to pay attention to since different cultures might lead to different cultural values and expectations. Many researchers have explored Asian students' adjustments in the oversea academic setting (Kambutu1 & Nganga, 2008; Lin, 2008). However, few studies have focused on EFL Taiwanese students' cultural barriers to language learning in the EFL classroom in Taiwan. Moreover, recent studies in English teaching have put more and more emphasis on the need to understand language learners' emotions, interests, motivation, expectations and needs as requirements for gaining a better understanding of the cultural and linguistic differences (Watkin & Biggs, 1996; Savignon, 2002; Wang, 2007). However, little research has been explored about the differences between Taiwanese students' learning expectations/preferences

and their native English-speaking teachers' teaching objectives/ teaching approaches in English conversation classes.

Purpose of the Study

This study aimed to investigate the differences between Taiwanese students' learning expectations (LE) of and learning experiences with (LEC) their NESTs' teaching content in conversation classes. It further explored if the teaching approaches Taiwanese students preferred match their learning experiences in their NESTs' conversation classes. Lastly, the study investigated Taiwanese students' self-adjustment and suggestions for their NESTs in the conversation classes.

It is hoped that this study could provide useful insights for ESL/EFL learners or teachers, not only in language learning or teaching, but also in other aspects, such as cross-cultural adjustment and cultural learning. Therefore, the findings may assist the native NESTs to better understand their Taiwanese students' needs, and also give Taiwanese students some useful and positive concepts toward their NESTs. The mutual understanding and respect may improve the teachers' teaching and the students' learning.

Research Questions

1. What are Taiwanese college students' perceived differences between their expectations of and experiences with their native English-speaking teachers' teaching content in English conversation classes at the technological colleges in central Taiwan?
2. What are Taiwanese college students' perceived differences between their preferences in and experiences of their native English teachers' teaching approaches in the English conversation classes at technological colleges in central Taiwan?
3. How do Taiwanese college students adapt to, and what suggestions do they have for, their native English teachers' conversation classes at technological colleges in central Taiwan?

Methodology

Participants

A total of 617 English-major college students, 108 male and 509 female, participated in the 2009 academic year. The sample was composed of 109 first-year students, 144 sophomores, 144 juniors, and 220 seniors from four universities of technology and two institutes of technology in central Taiwan (see Table 1). Several technological colleges were excluded from this study because no NESTs were employed by the colleges.

Table 1: The Distribution of the English Majors

College	Male	Female	Total	Percentage (%)
National Taichung Institute of Technology	4	81	85	13.8%
Lingtung University of Technology	16	71	87	14.1%

Overseas Chinese University of Technology	10	79	89	14.4%
Chaoyang University of Technology	17	68	85	13.8%
Hungkuang University of Technology	26	120	146	23.6%
Hsiuping Institute of Technology	35	90	125	20.3%
Total	108	509	617	100%

More than 75% of the participants took NEST conversation classes during the first semester in 2009. In addition, more than 40% of the participants spent two hours per week in NEST conversation classes. It was obvious that the participants were appropriate for the research.
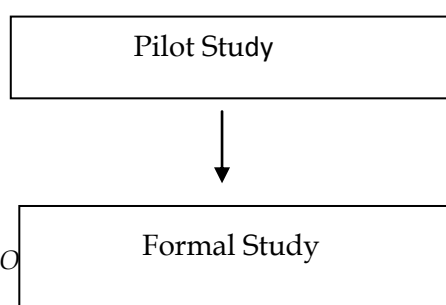
Instrument

Quantitative research was conducted in this study. A researcher-developed questionnaire was used to investigate college students' perceptions of their NESTs (see Appendix I). The questionnaire used in the formal study was constructed based on the format of the questionnaire used in the pilot study. The first part of the questionnaire was constructed based on Bloom's taxonomy of learning domains—cognitive, affective, and psychomotor. It was used to investigate the differences between Taiwanese students' learning expectations (LE) of and experiences with the teaching content (LEC) in NSET conversation classes. The second part of the questionnaire, namely sections three and four, was mainly derived from Brown's Teaching by Principle (2007) and several cross- cultural studies from Lin (2006, 2007, and 2008). In this section, several language instruction methods are defined. Students' responses to these items are used to explore the differences between Taiwanese students' preferences (LP) in and experiences with the teaching approaches (LEA) in NEST conversation classes.

The third part contained five open-ended questions. The purpose of these questions was to investigate Taiwanese students' perceptions of their NESTs and how they adapted to the conversation classes. Finally, the research further explored Taiwanese students' suggestions for their NESTs in conversation classes.

Research Procedures

Before the formal study, a pilot study was conducted to ensure the items of the questionnaire were felicitous for the study. The flow chart of the study procedures was displayed in Figure 1.
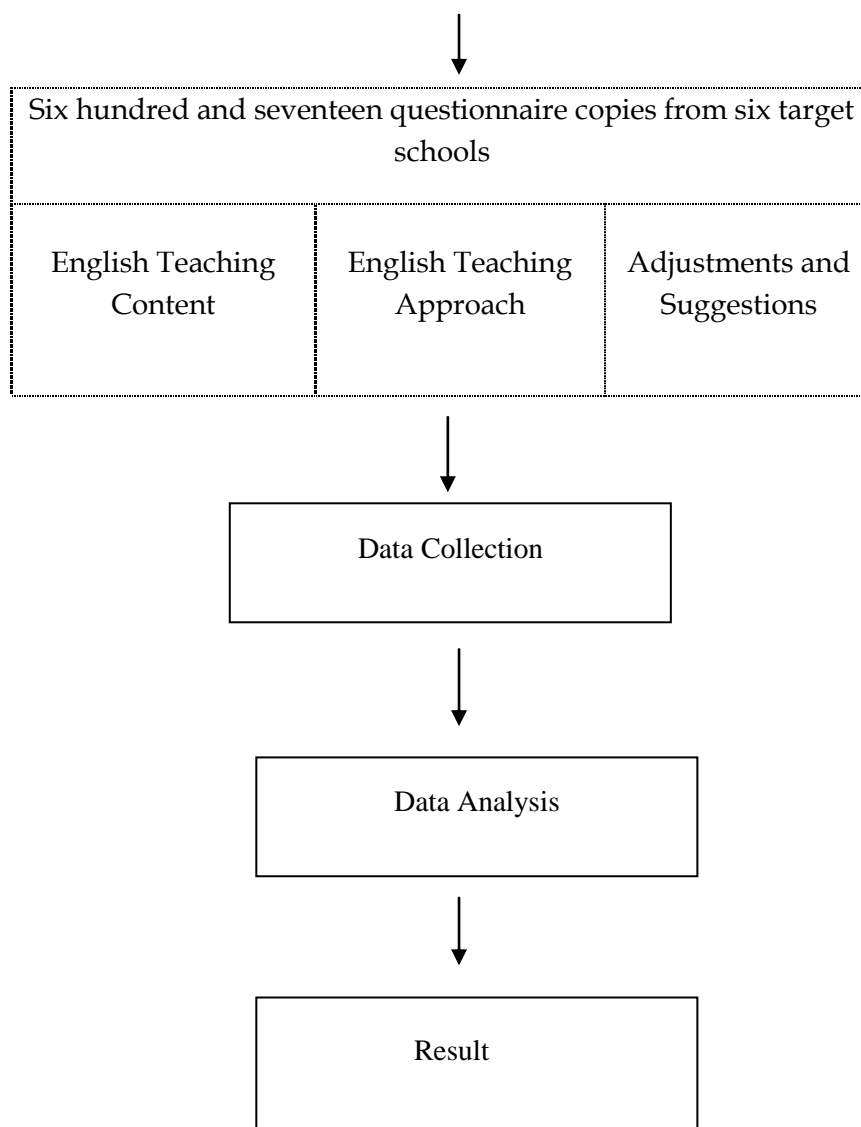
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                              ↓
┌─────────────────────────────────────────────────────────┐
│  Six hundred and seventeen questionnaire copies from six  │
│  target schools                                           │
├──────────────────┬──────────────────┬────────────────────┤
│  English Teaching │  English Teaching │  Adjustments and   │
│  Content          │  Approach         │  Suggestions       │
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┌─────────────────────────────────────┐
│           Data Collection            │
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│            Data Analysis             │
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│               Result                 │
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Figure 1. The flow chart of the study procedures

Data Analysis Method

SPSS 13.0 for Windows was used to organize, compute, and analyze the data from the questionnaires. First, descriptive analysis was conducted on all the items in term of frequency, means, and standard deviation. Second, the paired-sample t- test was used to examine the mean differences between students' learning expectations and learning experiences (what they had learned), and the mean differences between students' learning preferences and leaning experiences (their perceptions of their native English-speaking teachers' English instruction). Third, the five open-ended questions were carefully analyzed and categorized into several categories based on shared features.

Results and Discussions

The comparison of Students' Learning Expectations of and Learning Experiences with Their NESTs' Teaching Content in the English Conversation Classes.

According to the findings of Table 2, a significant difference was found between students' learning expectations (LE) of and learning experiences with their NESTs' teaching content (LEC) in English conversation classes (t = 18.37, p = .00, p < .01). The result also describes that students' LE was significantly higher than their LEC in NEST's English conversation classes. It could be inferred that there is a gap between students' learning expectations and learning experiences in NESTs' conversation classes since students had higher leaning expectations than experiences toward the teaching content in their NESTs' conversation classes. More specifically, it might imply that what students expected to learn did not match what they learned in their NESTs' conversation classes.

Table 2: Results of Paired-Samples t-Test of Students' Learning Expectations (LE) and Learning Experiences (LEC) in the Teaching Content Domain

			Paired Differences (LE - LEC)			
Teaching Content	*M*	*SD*	*M*	*SD*	*t*	sig.
LE	4.02	.45	.36	.48	18.37	.00**
LEC	3.67	.50				

Note. **p < .01. N = 617.

Table 3 presents the paired-sample t-test for each item of the teaching content domain. Table 3 shows there were significant differences between students' LE and LEC on every item. It appears that the items listed in the questionnaire concerning what students wanted to learn differed greatly from what they have learned. In addition, the mean scores of students' LE were higher than the mean scores of their LEC. The results indicate that students' learning expectations were higher than their experiences. In other words, students learned less than they wanted to learn in NESTs' conversation classes.

Table 3: Results of Paired Differences (LE-LEC) of in the Teaching Content Domain

Items	*M*	*SD*	*t*	sig. (2-tailed)
1. Vocabulary size	.47	.92	12.58	.00**
2. Knowledge of modern technology	.40	.89	11.345	.00**
3. Knowledge of English grammar	.40	.86	11.42	.00**

4. Knowledge of Western culture	.39	.81	11.86	.00**
5. English listening comprehension	.28	.75	9.14	.00**
6. Student autonomy	.24	.84	7.19	.00**
7. Ability to apply knowledge	.43	.85	12.60	.00**
8. Ability to learn from errors	.36	.83	10.73	.00**
9. Critical thinking abilities	.32	.85	9.341	.00**
10 .Ability to express ideas in English	.43	.79	13.40	.00**
11. English pronunciation	.45	.80	13.92	.00**
12. English communication skills	.49	.82	14.65	.00**
13. English reading skills	.46	.87	13.16	.00**
14. English writing skills	.48	.90	13.10	.00**
15. Exam taking skills	.59	1.03	14.11	.00**
16. Computer skills	.32	.93	8.66	.00**
17. Participation during class activities	.10	.81	2.98	.00**
18. Admiration of classmates' performances	.18	.77	5.82	.00**
19.Ability to share ideas	.23	.76	7.36	.00**
20.Attention in class	.14	.69	5.22	.00**

Note. **p < .01, N = 617.

The Comparison of Students' Learning Preferences of and Learning Experiences with Their NESTs' Teaching Approach in English Conversation Classes.

According to the findings of Table 4, a significant difference was built between students' learning preferences (LP) of and learning experiences with their NESTs' teaching approach (LEA) in English conversation classes (t = 11.60, p = .00, p < .01). The results also describe that students' LP was significantly higher than their LEA in NEST's English conversation classes. It could be inferred that there was a gap between students' learning preferences and experiences in NESTs' conversation classes since students had higher leaning preferences than experiences toward the teaching approach in their NESTs' conversation classes. More specifically, it might imply that how students preferred to be taught mismatched how they have been taught in their NESTs' conversation classes.

Table 4: Results of Paired Sample t-Test of Students' Learning Preferences (LP) and Learning Experience (LEA) in Teaching Approach Domain

| | | | Paired Differences | | | |
| | | | (LP - LEA) | | | |
Teaching Content	*M*	*SD*	*M*	*SD*	*t*	sig.
LP	3.87	.44	.22	.47	11.60	.00**
LEC	3.65	.50				

Note. **p < .01, N = 617.

Table 5 presents the results of the paired-sample t-test for each item of the teaching approach domain. There were significant differences between students' LP and LEA for all items but item 2 (The teacher follows the syllabus consistently). It obviously appears that NESTs prefer to organize a class and run it consistently. The teaching approach matches students' learning preferences.

Table 5: Results of Paired Differences (LP-LEA) in Teaching Approach Domain

| **Teaching Approach** | | | | **sig.** |
	M	***SD***	***t***	**(two-tailed)**
1. The teaching in class is humorous.	.50	.97	12.82	.00**
2. The teacher follows the syllabus consistently	-.04	.98	-1.07	.286

3. The teacher has empathy for the students	.42	.91	11.37	.00**
4. The teacher employs multimedia resources (e.g., a projector).	.21	.81	6.58	.00**
5. The teacher gives students enough time to think and answer questions.	.24	.79	7.67	.00**
6. The teacher encourages students to speak in class.	.16	.76	5.15	.00**
7. The teacher uses body language to explain his/her ideas.	.17	.76	5.63	.00**
8. The teacher gives us opportunities to explain our ideas.	.13	.78	4.08	.00**
9. The teacher is serious and has authority.	-.17	.96	-4.35	.00**
10. The teacher follows the textbook and seldom provides supplementary materials.	-.19	.97	-4.93	.00**
11. The teacher can understand or speak Chinese.	.27	1.00	6.63	.00**
12. The teacher can use Chinese to explain certain words.	.25	1.12	5.61	.00**
13. The teacher can correct my errors when I speak English.	.29	.79	8.91	.00**
14. The teacher's teaching style is	.33	.83	9.98	.00**

methodical.

15. The teacher has us practice text dialogs and sentence patterns repeatedly.	.14	.85	14.32	.00**
16. The teacher focuses on our speaking fluency rather than our grammatical accuracy.	.24	.80	3.99	.00**
17. The teacher adjusts his/her teaching style to students' needs.	.61	1.06	7.40	.00**
18. The teacher pays attention to individuals' differences.	.55	1.04	13.16	.00**
19. The teacher assigns us tasks and asks us to complete them with our team members.	.08	.84	2.51	.01**
20. The teacher separates students into groups and asks us to have group discussions.	.14	.92	3.71	.00**
21. The teacher plays the role of facilitator during group activities.	.25	.81	7.51	.00**

Note. **$p < .01$, $N = 617$.

The difference in teaching styles between Taiwanese teachers and native English-speaking teachers

The feedback given by the students was broken down into 18 items. The major differences between Taiwanese teachers and native English-speaking teachers (NESTs) are logical thinking, personality, empathy, manipulation of English idioms, misunderstanding, communication barrier, language use, pronunciation, speech speed, body language, teaching methods, language focus, grammar, error correction, opportunity for language activities, media usage, assessments and cultural differences. The comparison of each cluster is demonstrated in Table 6. For example, students pointed that in NESTs' classes they had encountered more misunderstandings than those in Taiwanese teachers' since NESTs cannot translate difficult words or sentences into Chinese appropriately (see Item 5).

Table 6: The Results of Open-ended Question 1
A Summary of the Differences between Taiwanese Teachers and NESTs

	Differences	Taiwanese Teachers	NESTs
1	Logical thinking	Systematic thinking	Lateral thinking
2	Personality	Serious	Humorous/ sentimental
3	Empathy	More	Less
4	English idiomatic use	Less	More
5	Misunderstanding	Few/Chinese translations	More
6	Communication barrier	Less	More
7	Language use	Both English and Chinese	English only
8	Pronunciation	Average	Better
9	Speaking speed	Slower	Faster
10	Body language	Less	More
11	Teaching Method	Traditional method	Communicative approach
12	Language focus	Accuracy	Fluency
13	Grammar	More	Less
14	Error correction	More	Less
15	Language practice opportunities	Fewer	More
16	Media usage	More	Less
17	Assessments	Standardized	Variable and flexible
18	Cultural differences	Fewer	More

Summary of Major Findings

The findings of the research showed a gap between Taiwanese college students' learning expectations (LE) of and experiences (LEC) with their native English-

speaking teachers' (NESTs) teaching content in English conversation classes, and also significant differences in Taiwanese college students' preferences (LP) in and experiences (LEA) of their native English-speaking teachers' (NESTs) teaching approaches in English conversation classes. In the other words, what NESTs taught in the classroom somehow failed to match Taiwanese students' expectations. The NESTs' teaching approaches were a mismatch with the teaching approaches Taiwanese college students preferred. Overall, some findings of the study are similar to those of other studies, while some are not. The findings are elaborated below.

Findings Similar to Those of Previous Studies

NESTs' English Teaching Content--Taiwanese College Students' Learning Expectations (LE) and Experiences (LEC)

This study found a clear mismatch between what students expected to learn and what they learned in their NESTs' conversation classes. In open-ended questions, students indicated that culture was the key factor causing the differences. Generally, Taiwanese students' English learning is exam-driven, while Western students' learning focuses on the application of knowledge. Thus, differences in academic culture might exist in the EFL classroom. This finding is supported by many cross-cultural studies. Research has shown that cultural obstacles, in this case between ESL/EFL students and their native English-speaking teachers, are common when two different cultures come into contact in the classroom (Coelho, 1998; Cortazzi & Jin, 1998; Lin, 2008; Oxford & Burry-Stock, 1995; Park, 2000; Richarson, 1994; Scollon, 1999).

In addition, students may not have been satisfied with their learning of knowledge of English grammar in their NESTs' English conversation classes. In the open-ended questions, students described that the NESTs paid less attention to students' grammatical errors than their Taiwanese English teachers. This finding could be further explained by the study of Arva and Medgyes (2000). They indicated that NESTs usually detect students' errors in speaking, but they cannot explain why they are wrong, whereas the non-native English-speaking teacher has studied grammar and is able to explain the error very clearly and economically. In this study, students suggested that their NESTs could focus more on the teaching of English grammar.

NESTs' English Teaching Approach--Taiwanese College Students' Learning Preferences (LP) and Experiences (LEA)

This study also found a mismatch between how students preferred to be taught and how they were actually taught in their NESTs' conversation classes. This finding is supported by previous studies. Recent research has shown that the perceptions of teachers and their students do not always match (e.g. Kumaravadivelu, 1991; Block, 1994). Block (1994, 1996), for example, has found that "teachers and learners operate according to quite different systems for describing and attributing purpose to tasks" (1994, p. 473). Block's findings are supported by Nunan's study (1986), in which he found clear mismatches between learners' and teachers' opinions about which

activities were important in the learning process. In the end of the study, students suggested that their NESTs could try to understand Taiwanese students' learning needs better.

Additionally, the findings showed students were not satisfied with their NESTs' teaching approaches in terms of their empathy for the students. In the open-ended questions, students further mentioned that some NESTs' did not recognize Taiwanese students and had less patience for them. This finding could be, first, supported by the study of Arva and Medgyes (2000). They indicated that NEST's inability to speak the local language might be conducive to a low level of empathy. In addition, it is difficult for NESTs to appreciate what the students are going through when they are learning English. In comparison, having traveled the same path as their students, non-NESTs may remember those difficulties from their own learning. In the end of the study, students suggested that their NESTs could learn how to speak, or speak, some Chinese. Secondly, a similar finding by Lin (2008) could also support this study. The researcher concluded in that study that Taiwanese students thought American teachers should have more empathy toward their needs.

Most of all, the findings showed that students were not satisfied with their NESTs teaching approach in the area of understanding or speaking Chinese. In the open-ended questions, students mentioned that Taiwanese English teachers could use both Chinese and English to make teaching smoother, but NESTs could use only English to teach. This factor increased the communication barrier between students and NESTs. This finding is supported by Arva and Medgyes (2000). They indicated that NESTs with no knowledge of the students' mother tongue may feel handicapped. For example, NESTs cannot explain their answers fully, especially with beginners, and it can be frustrating. Moreover, if NESTs do not speak the students' mother tongue, they cannot really 'interpret' the mistakes the students make. In this study, students suggested that NESTs could learn how to speak, or speak, some Chinese.

Taiwanese Students' Adjustments

Taiwanese students perceived that learning English could be relaxing and fun. As a result, they changed their learning attitudes by becoming more relaxed, but also more active in participation. A similar conclusion was made by Lin (2008). He found that Taiwanese students managed to be more active in class in order to survive in the American academic environment.

Student also noted that some problems in communication were caused by a lack of knowledge of their NEST's culture. As a result, students applied the learning strategies of "empathizing with their teacher" and tried to learn about their NESTs' cultures by watching English movies, listening to English radio programs, and reading English magazines or newspapers to increase their awareness of the cultural differences. This finding is supported by Lam & Chow (2004). They further reported that younger Chinese adults were more privileged in the use of methods such as seeing movies or watching videos to learn about a second culture in the EFL

classroom. Moreover, students preferred to learn about Western culture via NESTs' sharing of their experiences in their own countries and their teaching of Western idioms. Table 7 summarizes the findings that are similar to those of other studies.

Table 7: Summary of Findings Similar to other Studies'

No.	Items
1.	What Taiwanese students expected to learn did not match what they learned.
2.	Taiwanese students may not have been satisfied with their learning of knowledge of English grammar.
3.	How Taiwanese students preferred to be taught did not match how they had been taught.
4.	Taiwanese students were not satisfied with their NESTs' teaching approach in terms of their empathy for the students.
5.	Taiwanese students were not satisfied with their NESTs' teaching approach in the area of understanding or speaking Chinese.
6.	Taiwanese students reported that culture was the key factor causing the differences between their learning expectations/learning preferences and learning experiences with their NESTs' teaching content/teaching approach.
7.	Students changed their learning attitudes, becoming more relaxed, but also more active in participation.
8.	Taiwanese students increased their cultural awareness by watching English movies, listening to English radio programs, and reading English magazines.

Findings Different from Those of Previous Studies

NESTs' English Teaching Content--Taiwanese College Students' Learning Expectations (LE) and Learning Experiences (LEC)

This study found that students might not have been as satisfied with their learning of vocabulary in their NESTs' English conversation classes as in their Taiwanese teachers' classes. This finding is contrary to the study of Lasagabaster & Sierra (2005). They reported that NESTs were stronger in the area of vocabulary than non-native English teachers. In the open-ended questions, students indicated that the main cause of the dissatisfaction was that Taiwanese teachers understand students' weaknesses and can clearly explain the new vocabulary in Chinese. However, NESTs have difficulty explaining certain words, and sometimes students felt more confused by the

NESTs' further explanations. In this study, the students suggested that NESTs could learn some Chinese or improve their teaching by learning from the Taiwanese English teachers.

Additionally, this study showed that students might not have been satisfied with their learning of English pronunciation in NESTs conversation classes. This finding contradicts the study of Cortazzi and Jin (1998; 1999). They noted that Asian students appreciated Western teachers in the area of pronunciation. In the open-ended questions, students indicated that the main cause of the dissatisfaction was that NESTs corrected students' pronunciation errors less often than their Taiwanese English teachers did. In addition, NESTs came from deferent countries and had different accents, which could cause some problems with adjustment. Students suggested that NESTs could pay more attention to their accents and try to speak more clearly.

NESTs' English Teaching Approach--Taiwanese College Students' Learning Preferences (LP) and Experiences (LEA)

Students did not prefer their NESTs to be serious and have authority. However, their NESTs were more serious and had more authority than they expected. This finding is contrary to Lin's (2008). Lin (2008) concluded in his research that his Taiwanese participants thought their NESTs were more easygoing, encouraging, and humorous than Taiwanese teachers.

Moreover, the findings showed that that the NESTs tended to follow the textbook and seldom provided supplementary materials. This finding is contrary to Lin (2000), who reported that Taiwanese students perceived their NESTs to be flexible in teaching. However, in the open-ended questions, the students pointed that their NESTs not only followed the textbook and but also had students repeat the sentences in the textbook again and again. Students suggested that their NESTs' teaching approach could be more varied, and that they could provide more teaching activities in class.

Table 8: Summary of Findings Different from Those of Other Studies'

No.	Items
1.	Taiwanese students might not have been as satisfied with their learning of vocabulary in their NESTs' English conversation classes as in NNESTs' in the EFL classrooms.
2.	Taiwanese students might not have been satisfied with their learning of English pronunciation in NESTs' conversation classes.
3.	NESTs were more serious and had more authority than students expected.

4. NESTs were inflexible in teaching, since they followed the textbook and seldom provided supplementary materials.

Pedagogical Implications and Limitations

Based on the findings, this research suggests that Native English-speaking teachers should be aware of ESL/EFL students' expectations/preferences in the classroom, and that both native English-speaking teachers and ESL/EFL students need to recognize the differences in academic cultures. Finally, this research suggests that curriculum designers incorporate the issues of differences in academic culture into English language education. The suggestions are elaborated as follows.

Native English-speaking teachers should be aware of ESL/EFL students' expectations/preferences in the classroom. Jeffra (2003) reported that Taiwanese students preferred to learn by watching and listening to teachers, and they are often described as field-dependent and structure-oriented. As a result, Taiwanese students need a little more time to answer oral questions than do native English speaking learners.

As shown in Table 9, students also indicated that in their NESTs' conversation classes, the top five abilities or skills that they expected to learn were the "ability to express ideas in English," "English pronunciation," "English listening comprehension," "English communication skills," and "Knowledge of Western culture." The top five teaching approaches they preferred were as follows: "NESTs use body language to explain their ideas," "NESTs are humorous," "NESTs play the role of facilitator in our group activities," "NESTs encourage students to speak in the class," and "NESTs give students enough time to think and answer questions." Furthermore, the students' top eight suggestions for their NESTs were as follows: "NESTs' teaching approach could be more varied," "NESTs could speak more slowly," "NESTs could learn how to speak, or speak, some Chinese," "NESTs could have more empathy for Taiwanese students' needs," "NESTs could teach more about the cultural differences between their countries and Taiwan," "NESTs could give students more opportunities to speak," "NESTs could teach more Western idioms," and "NESTs could try to understand Taiwanese culture and Taiwanese ways of thinking better," "NESTs could focus more on English grammar," "NESTs need to be more patient and provide encouragement for Taiwanese students, since they are shy." Therefore, it is necessary for NESTs to consider Taiwanese students' learning expectations and preferences to make the teaching smoother and more efficient.

Table 9: Summary of the Top Five Learning Expectations/Learning preferences and the Top Eight Suggestions

	Rank	Descriptions
Learning Expectations	1	Ability to express ideas in English
	2	English pronunciation
	3	English listening comprehension
	4	English communication skills
	5	Knowledge of Western culture
Learning Preferences	1	NESTs use body language to explain their ideas.
	2	NESTS are humorous.
	3	NESTs play the role of facilitator in our group actives.
	4	NESTs encourage students to speak in the class.
	5	NESTs give students enough time to think and answer questions.
Suggestions	1	NESTs' teaching approach could be more varied.
	2	NESTs could speak more slowly.
	3	NESTs could speak some Chinese.
	4	NESTs could have more empathy for Taiwanese students' needs.
	5	NESTs could teach more about the cultural differences between their countries and Taiwan.
	6	NESTs could give students more opportunities to speak
	7	NESTs could teach more Western idioms.
		NETSs could try to understand Taiwanese culture and Taiwanese ways of thinking better.
	8	NESTs could focus more on grammar.
		NESTs need to be more patient and provide

> encouragement for Taiwanese students, since they are shy.

This study has certain limitations. First, since the data of the open-ended questions were based on a researcher-developed questionnaire, the findings may not be reflective of actual facts. Second, this study consists of a very specific sample: English majors from six universities of technology in central Taiwan. The results of this study should not be generalized to the Taiwanese student population as a whole. More native English-speaking teachers and Taiwanese students need to be investigated in the future. Third, NESTs personal factors, such their personality, educational background, and professional training might affect students' satisfaction with their NESTs. There might be a need for further exploration of the NESTs' personal information, perspectives on, and adjustments to Taiwanese students, and how such factors relate to teaching performance. Lastly, it is suggested that interviews and class observations be conducted in further research to more deeply explore Taiwanese students' actual learning situations and adjustments.

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APPENDIX I

Questionnaire toward Taiwanese college students and their native English teacher

Dear classmates:

The purpose of this questionnaire is to investigate Taiwanese students' perspectives toward their native English teachers' conversation classes. In addition, the concentrations of your reading and filling the questionnaire are the success of this research.

Please fill the questionnaire according to your current condition. There is no right answer to the questionnaire. The completion of your filing the questionnaire will bring beneficial help to this study.

Thank you very much for your cooperation in this study. It is greatly appreciated.

After your filling the questionnaire, please pass it on to the first classmates of the platoon, thank you very much for your help.

I.   The comparison of what students wanted to learn and what they had learned in ther native English teachers' English conversation classes.

	Skills and Knowledge in English Learning Field	In the English conversation class, I want to learn or improve my…					In the English conversation class, I have learned/increased my…				
		Strongly disagree	Disagree	No commend	Agree	Strongly agree	Strongly disagree	Disagree	No commend	Agree	Strongly agree
1	Vocabulary	1	2	3	4	5	1	2	3	4	5
2	Knowledge of modern technology	1	2	3	4	5	1	2	3	4	5
3	Knowledge of English grammar	1	2	3	4	5	1	2	3	4	5
4	Knowledge of Western culture	1	2	3	4	5	1	2	3	4	5
5	English listening comprehension	1	2	3	4	5	1	2	3	4	5
6	Student autonomy	1	2	3	4	5	1	2	3	4	5
7	Ability to apply knowledge	1	2	3	4	5	1	2	3	4	5
8	Ability to learn from errors	1	2	3	4	5	1	2	3	4	5
9	Critical thinking abilities	1	2	3	4	5	1	2	3	4	5
10	Ability to express myself in English	1	2	3	4	5	1	2	3	4	5
11	English pronunciation	1	2	3	4	5	1	2	3	4	5
12	English communication skills	1	2	3	4	5	1	2	3	4	5
13	English reading skills	1	2	3	4	5	1	2	3	4	5
14	English writing skills	1	2	3	4	5	1	2	3	4	5
15	Exam taking skills	1	2	3	4	5	1	2	3	4	5
16	Computer skills (e.g., PPT)	1	2	3	4	5	1	2	3	4	
17	Ability to participate in class activities	1	2	3	4	5	1	2	3	4	5
18	Admiration of classmates' performances	1	2	3	4	5	1	2	3	4	5

19	Ability to share ideas	1 2 3 4 5	1 2 3 4 5
20	Attention in class	1 2 3 4 5	1 2 3 4 5
19	The others things that I want to learn or strengthen in the native English teachers' classes are, for example:	The native English teacher has taught us other things in the class, for example:	

II. Taiwanese college students′ preferences in English teaching styles in their native English teachers′ English conversation classes.

	English teaching approaches	My favorite teaching styles in the English conversation class are that…				My native English teacher's teaching styles in the English conversation class are that…			
		Disagree	No commend	Agree	Strongly agree	Disagree	No commend	Agree	Strongly agree
1	The teaching in class is humorous.	1	2	3	4	5	1	2	3	4	5
2	The teacher follows the syllabus consistently	1	2	3	4	5	1	2	3	4	5
3	The teacher has empathy for the students	1	2	3	4	5	1	2	3	4	5
4	The teacher employs multimedia resources (e.g., a projector).	1	2	3	4	5	1	2	3	4	5
5	The teacher gives students enough time to think and answer questions.	1	2	3	4	5	1	2	3	4	5
6	The teacher encourages students to speak in class.	1	2	3	4	5	1	2	3	4	5
7	The teacher uses body language to explain his/her ideas.	1	2	3	4	5	1	2	3	4	5
8	The teacher gives us opportunities to explain our ideas.	1	2	3	4	5	1	2	3	4	5
9	The teacher is serious and has authority.	1	2	3	4	5	1	2	3	4	5
10	The teacher follows the textbook and does not provide extra references	1	2	3	4	5	1	2	3	4	5
11	The teacher can understand or speak Chinese.	1	2	3	4	5	1	2	3	4	5
12	The teacher can use Chinese to explain certain words.	1	2	3	4	5	1	2	3	4	5
13	The teacher can correct my errors when I	1	2	3	4	5	1	2	3	4	5

	speak English.										
14	The teacher's teaching style is methodical.	1	2	3	4	5	1	2	3	4	5
15	The teacher has us practice text dialogs and sentence patterns repeatedly.	1	2	3	4	5	1	2	3	4	5
16	The teacher focuses on our speaking fluency rather than our grammatical accuracy.	1	2	3	4	5	1	2	3	4	5
17	The teacher adjusts his/her teaching style to students' needs.	1	2	3	4	5	1	2	3	4	5
18	The teacher pays attention to individuals' differences.	1	2	3	4	5	1	2	3	4	5
19	The teacher assigns us tasks and asks us to complete them with our team members.	1	2	3	4	5	1	2	3	4	5
20	The teacher separates students into groups and asks us to have group discussions.	1	2	3	4	5	1	2	3	4	5
21	The teacher plays the role of facilitator during group activities.	1	2	3	4	5	1	2	3	4	5
22	The other English teaching styles that I like are..	The native English teachers' teaching styles are…									

III. Taiwanese college students' adjustments in the native English teachers' conversation class.

1. Do you think there are differences between Taiwanese teachers' and native English teachers' teaching styles? If yes, what are they?
2. Do you think you adapt to native English teachers' classes well?
   If not, please elaborate.
3. If your answer to question 2 is no, how have you adapted to the conversation class?
4. Do the native English teachers' teaching styles affect your learning attitude and strategy? If yes, please give examples.
5. Do you have any suggestions for your native English teachers?