

**Voices from the ETA World –
A Critical Casebook for Fulbright
English Teaching Assistants**

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Introduction

The U.S. Fulbright Program, sponsored by the U.S. Department of State, is the largest U.S. international exchange program. It offers opportunities for students, scholars, and professionals from the United States to undertake international graduate study, advanced research, university teaching, and teaching in elementary and secondary schools worldwide.

In 2010, the program awarded approximately six thousand grants, at a cost of more than \$322 million to U.S. students, teachers, professionals, and scholars. The grants have been used for scholarship, teaching, and research in more than 155 countries. Foreign counterparts have also engaged in similar activities in the United States (<http://us.fulbrightonline.org/about.html>), and, among those grantees, more than 700 were English Teaching Assistants (ETAs).

Fulbright English Teaching Assistant Grants were available to more than 65 countries worldwide. In 2011, for the Asia and Pacific regions, the English Teaching Assistantships were awarded to 301 young people to teach in 11 countries: Bangladesh, India, Indonesia, Korea, Laos, Macau, Malaysia, Mongolia, Taiwan, Thailand and Vietnam (http://us.fulbrightonline.org/resources_current.html). In 2015, for the Asia and Pacific regions, the total number of awardees were 317. Table One provides information about the ETA programs between 2010 to 2011. Table Two lists information about the ETA programs in East Asia-Pacific regions from 2013-2015.

Table 1: English Teaching Assistant Program (ETA)

(Retrieved from http://us.fulbrightonline.org/documents/Student-Worldwide_2010-11.pdf)

	2006	2007	2008	2009	2010
Countries	23	23	32	47	65
Applications	1,253	1,677	1,704	2,235	3,042
Grants	354	441	504	556	728

Table 2: East Asia Pacific Regions Number of Applications vs. Number of Awards (ETA)

(Retrieved from <http://us.fulbrightonline.org/eta-grant-application-statistics>)

Countries	2013-2014	2014-2015	2015-2016*
Indonesia	134 / 31	93 / 31	74 / 35
Laos	61 / 6	16 / 5	20 / 6
Macau	42 / 7	32 / 4	30 / 4

[Pick the date]

Malaysia	155 / 91	366 / 89	186 / 90
Mongolia	35 / 5	29 / 7	23 / 7
South Korea	253 / 40	270 / 74	273 / 70
Taiwan	168 / 53	220 / 66	301 / 68
Thailand	108 / 20	130 / 19	100 / 20
Vietnam	66 / 13	93 / 10	62 / 15
Regional Totals:	1022 / 306	1249 / 305	796 / 317
Note: *No specific number of grants is designated for countries within this world area. ¹ Award numbers are projected and not yet finalized.			

Many ETA programs are made available through host country government funding (e.g., in Germany, Korea and Spain) while others receive private or government funding allowing them to increase the placement of ETAs.

The ETA program provides a unique opportunity for newly graduated American university students to teach English overseas. ETAs are expected to engage in community-based outreach that promotes English language learning while learning about the host country's language and culture.

Since 2011, the Council for International Exchange of Scholars has prepared ETAs to work overseas. A three day, pre-departure orientation in Washington D.C. gives many ETAs basic information about the responsibilities and ethics of teaching overseas and a brief training on teaching English. Many countries also offer an in-country orientation that may last one to two weeks. In-country orientation training focuses on teaching strategies, cultural information, and the policies and regulations of the hosting program.

In-country orientations are essential because they provide basic information and tools for ETAs to function in the host-countries; however, the host country orientations may not adequately prepare ETAs to teach effectively in the host country. Most ETAs have little prior experience in the host countries and don't have experience teaching English overseas. The ETAs face a wide variety of challenges in working in the host schools, from interacting with local English teachers and students to functioning in the local communities. Though the orientation programs are helpful for ETAs, many of the challenges ETAs face in the actual classrooms are not addressed in the orientation sessions (Sun & Vocke, 2011).

In the host country, ETAs can find themselves in unique and challenging situations. Although ETAs are fluent speakers of English, they are new to the teaching profession. ETAs are not only learning how to teach English for the first time but are also learning how to navigate potentially

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complex relationships with students, local English cooperating teachers (LETs), and the host community. To make matters more difficult, cross-cultural communications and the language barrier can pose significant problems. Simple relational issues can present quite a complex dilemma for ETAs. In order to navigate all of these challenges, ETAs need effective support and resources to successfully understand and communicate with everyone they interact with in the host country.

With this in mind, a book of case studies that includes different challenges and dilemmas that ETAs may encounter while working in the host country is sorely needed. This casebook should be made available during the pre-departure orientation so that ETAs can read the cases, reflect upon them, and begin to think critically about the challenges they may face. Additionally, the casebook should function as a reference guide to help make complex or confusing situations easier to navigate.

Case studies have proven effective in preparing student-teachers to be reflective practitioners in teacher training programs (Rand, M & S. Shelton-Colangelo, 2003; Gillespie, et al, 2008; and Silverman, R.A., et al, 1995), facilitating English for Specific Purpose (ESP) learning (MacKay, R. & Mountford, A. 1978, Rodgers, 1995), and in many other fields such as business and law (Clarkson, K.W, et al, 2006, Rodgers, 1995). Few studies have been conducted using the case-study approach in facilitating ETA training.

Thus, this case book aims to use real-life cases that focus on the challenges and dilemmas that many current and former ETAs have encountered in different situations while teaching abroad. Study questions and suggested strategies are provided at the end of each case. It is intended that discussion of the case studies will provide a venue for ETAs to explore and reflect on the complex realities of the classrooms and school communities they may encounter when teaching overseas.

About this Casebook

The case book is a collection of authentic narratives generated from former ETAs, local English teachers and supervising professors in Taiwan. All of the ETAs co-taught with a local English teacher (LET) in the K-6 public schools. Many of them taught at more than one school. The cases reflect the realities of classrooms and local school communities in Taiwan, an English as a foreign language (EFL) setting, and may be useful to ETAs teaching in other countries and contexts. The case book includes six major themes:

1. Adjusting to the culture of the host country

[Pick the date]

2. Co-teaching in the classroom
3. Creating classroom communities (working with students)
4. Ethical dilemmas
5. Challenges of diversity
6. Managing life and work relations with other ETAs and professionals

The themes are not arranged in any particular order. Readers can start with any theme and select cases that interest them. Under each theme, case stories are followed by study questions for each case. Strategies are suggested at the end of each case. The strategies are meant to serve as references and recommendations and are by no means comprehensive. Readers are encouraged to reflect upon and envision their own strategies.

Benefits of casebook

As the cases describe actual dilemmas that many ETAs have encountered during their life and work experience overseas, it will be an ideal mechanism to enable new ETAs to analyze, anticipate, and reflect upon their experiences. The case book provides a repertoire of experiences that all ETAs can draw upon to meet new challenges and explore possible solutions and strategies. Studying these challenges and dilemmas duplicates the process of professional development described by Donald Schön, who states, “A professional practitioner is a specialist who encounters certain types of situations again and again... As a practitioner experiences many variations of a small number of types of cases, he is able to ‘practice’ his practice. He develops a repertoire of expectations, images, and techniques. He learns what to look for and how to respond to what he finds” (1987, p.60).

How to read case studies in this book

Learning from case stories has been established as an important pedagogical tool in teacher education. Case studies offer opportunities for readers to build understanding from others who have been in similar situations, to learn solutions that work and, most importantly, to actively participate in their own learning and professional development.

To get the most out of reading the case studies, readers can discuss and analyze them as a group. Solutions to the problems are offered at the end of the case stories, but group discussion may elicit solutions to the problems that have not been included. It is highly recommended that readers focus on the case and develop their own strategies first, before checking the suggested strategies. When discussing the case studies, it is important to keep an open mind, listen to others and be ready to share ideas. As an example, the ETAs may re-create the situation from the case studies

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and consider possible solutions through group discussion and reflection. The group discussions about the case studies are intended to scaffold the ETAs' learning during the orientation and move them forward in their preparation to teach English in a foreign country.

All of the cases offer new ETAs as well as local English teachers an opportunity to think about many possible ways that an issue can be addressed. By studying these case stories, we intend for ETAs to develop a habit of reflection: regularly thinking about what can be improved upon in the classroom and knowing what solutions have worked before in challenging or problem situations faced by prior ETAs.

We hope that this casebook provides a starting point for preparing new ETAs to be reflective and discerning English teachers, as well as a reference for ETAs who find themselves in complex and challenging dilemmas abroad with little or no resources to help them to understand the problems they face.

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Theme One:

Adjusting to the Culture of the Host Country

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Case 1: Lost in Translation

This ETA is excited to begin rehearsals with her students for the annual English competition, but feels frustrated by the miscommunications she has already had with the school administration. These miscommunications seem to make it impossible to help the students practice for the competition.

Interacting with students outside of English class is one of my favorite aspects of being an ETA. Some of these opportunities include tutoring and working on special programs such as English Easy Go. However, trying to organize activities outside of class is difficult because it involves coordination with the school administration and other faculty members.

Communication with the school administration, students, and teachers is difficult due to the language barrier and limited contact (I teach at two schools, each only twice a week). In addition, my co-teacher at one school is a first-year part-time teacher who only teaches there two days a week. Therefore, even she has limited contact with other faculty and students at the school.

To complicate matters, my limited Chinese and the other teachers' limited English inhibits meaningful communication. Also, since my co-teacher is only at school for the classes we teach together, neither one of us is fully integrated into the school community. While she tries to coordinate our efforts with the school administration and the other teachers at the school, I can tell it is difficult for her. I don't want to add to her workload by asking her to act as a liaison all of the time.

This especially became a problem when we started preparing for the English Easy Go competition. This is an annual county-wide event to promote English learning at elementary schools. Every ETA is expected to help his or her school train students for the competition, which is held annually in the second semester. My school wanted me to prepare the students for the Readers' Theater (RT) portion, in which six to eight students perform a short story or skit complete with songs or chants.

Readers Theatre seemed like a great English learning opportunity for the students. It also sounded like an exciting project to take on, but from the start I encountered numerous problems due to miscommunication. First, it was very difficult to find an appropriate script because I was not familiar with the expectations of the school or what type of script was used before. When we finally chose a seemingly appropriate script, character selection was another hurdle. Instead of having the students choose their characters, I decided to assign them to the students according to language ability and confidence level. The next problem was that I needed to communicate to the teachers that their students were a part of this activity and

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would need to attend practice during other class periods. There were students from a range of grade levels, which meant that not all of their class schedules or extracurricular obligations coincided. However, my co-teacher told me the practice time would be every morning before school, when each of the students should be free.

On the first day of the practice, I arrived ten minutes early, excited to begin working with the students. Half an hour passed, and there was still no sign of any student. I waited and waited, but no students showed up.

I felt really lost and unsure of what to do to fix the situation. I had so many thoughts any questions. *Should I go to each classroom and pull the students out? If I go to their classes, will I be interrupting important academic work? Do their homeroom teachers even know they should be at practice? Are the students even available to practice?* I felt so nervous, especially since I couldn't explain in Chinese the students needed to be at practice.

Discussion questions

1. What are the problems? Communication or translation? Miscommunication or lack of communication?
2. *“Should I go to each classroom and pull the students out? If I go to their classes, will I be interrupting important academic work? Do their homeroom teachers even know they should be at practice? Are the students even available to practice?”* How should the ETA find out the answers to these questions?
3. Why didn't students show up for practice?
4. What are some proactive steps that you can take in order to facilitate effective RT rehearsals? What are some questions you can ask in order to prepare yourself to enter an unfamiliar task? For example, *what is the process for selecting the script and choosing the characters?* What are your responsibilities for this event?
5. What expectations does your school have for this event? How can you find out?
6. What are your own goals for the event? Why is it important to set your own goals?

[Pick the date]

Suggested strategies

1. Establish a procedure with the co-teacher when it comes to dealing with the faculty or administration ahead of time. Then, the next project, each person knows whose responsibility it is to communicate what information to whom. Be consistent with this procedure in the future in order to avoid confusion, especially for the students.
2. Be proactive. Take it upon yourself to observe and learn how the school operates, and ask for help when necessary.
3. Ask your co-teacher to provide translation assistance when needed. Have the co-teacher put things in writing in case you need to communicate a message with the HRTs and subject teachers. For example, the note could indicate the RT practice time, location, dates, teacher, and contact person for further information.
4. Prior to extra class sessions, send out a memo to the teachers with the pertinent information. Be clear about the rehearsal times and include a list of students who must attend.
5. Ask if there are times dedicated to developing special projects such as Readers Theatre. If you can rehearse during alternative times, you can avoid overlapping with other class schedules

[Pick the date]

Case 2: Facebook Hacked

I wanted create a Facebook account that I could use to interact with my students in English. Over time, I realized how much time and energy I was spending on maintaining the account without ever reaching any of my goals.

This year, I am working as an ETA and I am teaching at two elementary schools. My students are very tech-savvy, so they have asked if they could be friends with me on Facebook. Some of my colleagues said “no” to the students, but I chose to create a separate Facebook account and allow the students to add me. What a wonderful way to build relationships with the students. Maybe they would be less afraid of me and I can use Facebook as a tool to teach them English.

At first, managing this account seemed very simple. I was able to recognize most of the students who added me. Sometimes their parents would add me too. None of the students wrote on my wall and only occasionally would I receive a private message. It seemed that they just wanted to know that they could contact me outside of the classroom.

However, as the semester progressed, I started to have some issues. First, I started getting “poked” on Facebook by many of the students in my classroom. I have always found this feature to be ambiguous, and since living abroad, I have considered that the meaning of being “poked” could vary across cultures. Therefore, I strongly felt that I did not want my students to “poke” me on Facebook. However, I have searched but have not found a way to turn this feature off.

Another issue is that I have more recently received hundreds of friend requests. Both of my elementary schools are large, so I am guessing that many of the requests are from students from these schools. The problem is that I can’t figure out who these students are. Most of the students do not like to put pictures of themselves on Facebook, so they use pictures of cartoons or public figures for the profile pictures. This makes them unrecognizable. Worse yet, these new Facebook friends are poking me in addition to the students in my classroom.

Most recently, I have been receiving requests from accounts with outrageous information. By viewing the pictures, I can tell that they are my students, but they indicate on their profile that they live in a different country or that they are much older than they actually are.

I have considered that a lot of students like to add people on Facebook just for the sake of having a longer list of friends. However, according to a colleague, students like to add foreigners because they think it adds special value to their profile. This is true even if they are do not know the foreigner outside of Facebook. At this point, I am not sure how to handles this situation. Managing this Facebook has been more than I intended it to be. The worst thing

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is that I haven't even had any English interactions on the Facebook even though that was one of the main reasons for creating the account. What should I do?

Discussion Questions:

1. What role can Facebook play in the classroom?
2. How can Facebook be used as an effective teaching tool with your students?
3. Will students find it off-putting if you tell them that you cannot be friends with them on Facebook?
4. Would you consider creating a Facebook account for your students? If so, what rules should you think about implementing?
5. What alternatives are there to effectively handling each of the issues that the ETA is facing?

[Pick the date]

Suggested Strategies:

1. Explicitly state clear rules and objectives for using Facebook and communicate them to the students.
2. Work with your LET in order to get his/her help in explaining your expectations on being a friend on your Facebook to students.
3. Change the settings so that students can only find you by using a specific email address that you give to them.
4. Delete the current Facebook account and consider creating another one and only allow the students you know to sign on.
5. De-friend students who poke you or do not seem familiar to you. Articulate this rule to your students so that they understand why they have been deleted.
6. Set up an incentive system to encourage English interaction on your Facebook. You can have students practice using the sentence patterns and vocabulary in a new context.
7. Do not accept friend requests from accounts you are not familiar with. Require students to private message you a code in order to confirm his/her identity. You can post this code on the blackboard in the classroom so that the students all know what it is.
8. Do not spend too much time managing the Facebook account if there have not been any positive social or educational outcomes. Either spend time developing a purposeful plan for how to use it or delete the account.

[Pick the date]

Case 3: Are You American?

Ana was anxious to start her first day working with her co-teacher and students, but she didn't expect the challenges about her nationality from her students.

Ana was so excited that she was selected as a Fulbright ETA to Taiwan. She was selected from more than 300 competent candidates and felt proud of her accomplishment. It felt even more special because Taiwan is the place where her grandfather lived. When she was a little girl, her mother used to tell her stories about her grandfather and Taiwan. She also had the chance to visit Taiwan with her mother a few times. She loved the food in Taiwan and all the cultural activities. Similar to many Asian American children, Ana had resisted the idea of learning Chinese. As an adult she regretted this decision and wished she could speak Chinese.

Ana was assigned to teach at a school in a remote area with very limited access to foreigners. Many students had never interacted with any Americans and only saw foreigners on TV or in the movies. Both Ana and her students were anxious to meet each other.

On her first day, the school bell rang and Ana walked into the classroom with her co-teacher Mr. Ma. Shortly after walking into the room, a student asked, "Where is the American teacher?" Mr. Ma gestured toward Ana and introduced her to the students, "This is your new English teacher. You can call her Ana." The class became quiet and some students looked surprised. One student in the front row spoke out in Chinese, "But she is Chinese!" A few others around her started talking in Chinese while looking at Ana. Another student raised his hand and asked Ana in Chinese, "Can you tell us stories in Chinese about America?"

Ana tried hard to decode what the students were saying, but couldn't understand everything. She certainly did not have the ability to speak back to them in Chinese. Mr. Ma quickly took over the class and explained to the students that Ana grew up in America and only speaks English. "She is Chinese-American," explained Mr. Ma. Some students started to giggle in disbelief. "How can a Chinese person not speak Chinese?!" said others. One student said, "I thought Americans have big noses and blue eyes." Ana stood there feeling uncomfortable and didn't know how she should move forward with the class.

[Pick the date]

Discussion Questions:

1. What happened during Ana's first day at her new school?
2. If you were Ana, what would you do in a situation like this?
3. What can Mr. Ma do to support Ana in this situation?
4. How can Ana educate these students about diversity in America?
5. What steps can be taken to make both Ana and the students feel comfortable during the first day of the class?

[Pick the date]

Suggested Strategies:

1. During summer orientation, ETAs can be informed of different reactions they might receive from students to Chinese Americans. ETAs can discuss why the students may have such reactions.
2. The ETAs can discuss ways to help local students understand diversity in America. For example, ETAs can create a PPT entitled, “Who is an American?” These PPTs have been successfully used by previous ETAs to dispel common stereotypes about Americans and American culture. One of the primary teaching objectives is to teach students that not all Americans have blonde hair and blue eyes.
3. Ana could take the opportunity to greet the students and explain her background to students with the translation help from Mr. Ma. In this way, students would learn that America is made of people from many different cultures and ethnicities.
4. She could prepare a short PPT with photos about her family and her background.
5. Ana can prepare a lesson which highlights other aspects of her identity. She does not necessarily need to highlight her ethnicity as the primary focus of her identity. In her lesson, Ana can teach the students about the state she is from, her hobbies, and other places to which she has traveled.

[Pick the date]

Case 4: High Mountains, Low Motivation

Catherine has been disappointed that the motivation for learning English seems very low.

During her first week of teaching, Catherine discovered a substantial lack of parent involvement in her students' education. Most of her students' parents worked as farmers or small shop owners in the low-income area. Not only did the lower income of families affect her students' educational opportunities (none of her students attend a cram school), but also affected the parents' overall attitude towards the value of education in a child's life. This became most apparent when her school hosted its first PTA meeting of the year. Taking place on a weeknight, Catherine had been excited for the opportunity to meet many of her students' parents and families. The night of the event, from a student body of one hundred and fifty students, Catherine was surprised to discover that only five parents came to the meeting. She was extremely shocked and disappointed in the poor attendance. After the event, she asked her co-teacher why so few parents showed up. She was told that this was a typical turnout, and while some parents may still have been at work, others lived in different cities.

Catherine soon discovered that it was not uncommon for the students to live with their grandparents, while their parents lived and worked in a larger city to earn money. This home situation was impacting her students' English education in that, typically, their grandparents were not familiar with or did not place emphasis on English language education. Many grandparents and parents in this rural community felt unfamiliar and intimidated by English and as a result, they didn't encourage their grandchildren to practice and use it at home. Even if some parents valued English education, they were not consistently present in their students' lives, sometimes not returning for two months at a time. Catherine feels frustrated that her students do not have the support and encouragement they need in learning English, and in some cases, education in general. The performance level of her students' testing is well below the average, and she sees their frustration and feelings of defeat in the classroom. Catherine feels discouraged with her students' lower English language skills than those of her fellow ETAs, especially knowing that parents' detachment from her students' education.

[Pick the date]

Discussion Questions:

1. How can I make English meaningful for my students? In particular, my students whom receive little educational support at home, how do I help them see the value of learning English?
2. What steps can be taken to help the students feel as though learning English is accomplishable, especially when they know their counterparts in the city are receiving cram school and parental support?
3. How do I, as a teacher, stay positive when my students home lives provide little support for English education?

[Pick the date]

Suggested Strategies:

1. The ETA could take additional steps to connect with the community and make his or her presence and passion for their student's learning known. Attending PTA meetings, greeting and seeing off the students at the start and close of the school day, and visiting local shops typically owned by parents in the community are great ways to meet the families' of your students.
2. The ETA can focus on introducing practical English for the students and use time before, after and during breaks at school to converse with the students.
3. The ETA can connect students with other cultures and peoples of the world through English, English movies and music are great ways to introduce different cultures. Forming a Pen Pal project is also an effective way to get students excited about using English.
4. In order to stay positive about the students' overall English language learning experience, the ETA can focus on incremental growth of the students. Start small, and help the students build a confident foundation of English. Then, with this confidence and deeper curiosity, students can grow in self-motivation when learning the English language.

[Pick the date]

Case 5: Why Don't They Talk to Me?

Jamie is having a hard time socializing with her colleagues at school. None of them talk to her and she is too shy to approach them.

Jamie was nervous when she arrived for her first day at Albie Elementary school. She was fairly shy and spoke very little Chinese. She spent most of her time talking to her LETs, but not any of the other faculty members. In some ways, she was relieved that she was not immediately introduced to everyone in the office. She knew she wouldn't have been able to remember two-dozen new Chinese names. While she wasn't formally introduced to everyone, she offered smiles to the teachers she passed in the halls and assumed that she would eventually get the opportunity to know them.

Unfortunately, becoming acquainted with her colleagues was not as easy as she had expected. Jamie assumed that her colleagues would approach her and introduce themselves, but this did not happen. For the most part, other than the occasional smile in passing, most teachers seemed to ignore her. They were not being overtly rude, rather, they simply seemed indifferent to her. She ate lunch in a spare classroom with all of the other subject teachers, but none of them spoke to her. No one spoke to her in the teachers' office either, except to apologize profusely for committing minor "offenses," such as when a teacher accidentally left a book on her desk chair. Jamie hardly noticed these minor issues and certainly didn't feel like an apology was required.

Jamie knew that the responsibility wasn't solely on the other teachers to initiate interaction with her, but she felt confused about how to start communicating with them. Her main LET was a part-time teacher who was new to the school and went home for lunch. Therefore, she had even less social interaction with the other teachers than Jamie had. Without knowing names or even what subjects the various teachers taught, she didn't feel like she had a basis upon which to start conversations. But after one month, and then two.... and then three had gone by, she could hardly walk up to one of her colleagues and introduce herself as if they had just met. It didn't seem appropriate. Even if she felt confident enough to start a conversation, she assumed that no one besides the English teachers spoke English. While she could hold a conversation in Chinese, she couldn't make the sort of off the cuff remark that some people usually use as conversation starters. For her to have a conversation in Chinese, her conversation partner would need to be highly engaged and dedicated.

Her other LET, who had been a teacher at the school for a long time, assured Jamie that the teachers at the school meant well, but were intimidated at the idea of talking to a foreigner. To make matters worse, they were embarrassed by their poor English abilities.

[Pick the date]

Jamie rationally understood these explanations, but did not find them emotionally satisfactory. As someone who has had friends from other countries since she was young, she had difficulties understanding why the teachers felt so much anxiety over her nationality. As for language, she felt that if anything, she should be embarrassed about her low-level Chinese skills, especially since she was living in Taiwan. What could Jamie do to break the silence?

Discussion Questions:

1. What strategies could Jamie have initially used to break down the barriers between her and the other teachers?
2. How could Jamie's LETs have helped her develop relationships with other teachers?
3. What could the school administrators do to motivate teachers to interact with Jamie?
4. Since most teachers don't speak English, what are some other ways in which Jamie can show interest in getting to know them?

[Pick the date]

Suggested Strategies:

1. Put yourself in small group situations where talking is very natural such as sitting at a table with two or three other teachers.
2. Try to get to know the homeroom teachers. Go to their classrooms to discuss their students with them.
3. Consider eating lunch with your students. They'll get to know you better and you will seem less intimidating to their homeroom teacher.
4. Consider organizing activities specifically aimed at the teachers. For example, start an English conversation club. At a time that works best for the teachers. Introduce conversation topics that will allow you to get to know the teachers better.
5. As you make progress with your language skills, attempt to communicate with your teachers in Chinese. If you couldn't speak Chinese at the beginning of the school year but can now that you've been living in Taiwan for a few months, the other teachers might not be aware of the change. Show off your improved Chinese skills by asking questions in Chinese or responding to comments that other people make.
6. There may well be many teachers who speak some English (or can at least read it) but are too shy to use their English with a native speaker. Many Taiwanese people have a fairly good English vocabulary but haven't had enough practice speaking English to string together sentences. Try to identify English-speaking colleagues by catching them understanding something you say to your LET or a student. Even if these teachers are too shy to use their English, you'll find that you can talk to them in a mix of English and Chinese with you supplying the sentence structure and them understanding the one word that you don't know how to say in Chinese. For example, “我喜歡 running,” may be understood by a larger group of teachers than you think.
7. Bring gifts of regional food specialties to the office. Not only will these offerings be seen as a gesture of goodwill, but will also help to promote conversations.
8. Ask whether or not the teachers are involved in activities outside of school. You may find it easier to develop relationships in less formal situations. For example, many LETs, HRTs, and school administrators might be involved in a variety of activities such as, community musical groups, exercise classes, or sports teams. You might find that you already share common interests with the teachers at your school.

[Pick the date]

Theme Two:

Co-teaching in the Classroom

[Pick the date]

Case 6: To Speak or Not to Speak?

Julie and her co-teacher Gina have a great relationship. Julie even feels comfortable helping Gina with her English outside of class, but what should she do when her co-teachers' pronunciation becomes an issue in the middle of a lesson?

Julie has been working in her two schools for four months and she has developed a strong working relationship with each of her co-teachers. They are all very experienced teachers, so Julie is able to learn a lot from them. In general, her co-teachers' English is fantastic, and they are very interested in continuing to improve their skills. They love to ask Julie about grammar and high-level vocabulary, and Julie loves to help them.

Julie has discovered several recurrent mistakes in her co-teachers' English, but most of them are minor and do not affect comprehension. When she hears these mistakes in conversation, she never bothers to point them out, despite her co-teachers' desire to be corrected.

One day, Julie is teaching the 5th graders the location names: "supermarket," "park," "restaurant," "hospital," and "zoo." The sentence patterns paired with these words teach the students to ask, "Where is he/she going?" and to answer, "He/She is going to the _____." First, Julie teaches the new words and the students repeat after her and try to mimic her pronunciation. Since some of the sounds are very difficult for the students to say correctly, Julie asks them to repeat after her several times for practice. Afterwards, her co-teacher Gina reinforces the new vocabulary, and then teaches the new sentence patterns.

However, as Gina begins leading the class in repeating "supermarket," "hospital," "restaurant," and "zoo," Julie notices that Gina is pronouncing the words much differently than how she originally taught the students. In fact, Gina's pronunciation of the words sounds like, "supermarquee," "hospeeto," "restowrahn," and "lroo." Then, when she begins to introduce the new sentence patterns, Julie notices that it sounds like Gina is saying, "it's" or "its" instead of "is." For example, "Where its he going?" Gina says, and the students repeat. "He its going to the lroo."

Julie doesn't know what to do. She knows that in general, Gina wants to be corrected. She also knows that teaching the students correct pronunciation is important, particularly if incorrect pronunciation impedes the students' ability to be understood. However, she also knows that interrupting Gina in order to correct her pronunciation could be mortifying in Taiwanese culture because it could cause Gina to lose face with her students. Julie tries saying it correctly along with the kids, hoping they will follow her pronunciation, but it doesn't work.

What should Julie do? Should she speak up and make sure her students and co-teacher

[Pick the date]

learn the pronunciation correctly, or be quiet and protect Gina's standing with her students?

Discussion Questions:

1. If you were Julie, what would you do in this situation? How do you think your actions will your actions affect the learning and teaching environment?
2. Given the nature of Julie and Gina's relationship, what strategies can Julie utilize to support her co-teacher in the classroom?
3. To what extent do errors in pronunciation need to be corrected?

[Pick the date]

Suggested Strategies:

Editor's note: Error correction is a very important topic in the field of Applied Linguistics. There is no one correct way to respond to errors, rather it depends on a variety of contextual factors. However, one agreed upon error correction intervention is when the error changes the intended meaning of the speaker. In this particular case, the meaning of the sentence is impeded by incorrect word choice and pronunciation.

1. When co-lesson planning, Julie can take the time to help Gina practice the correct pronunciation of the new vocabulary words. Julie can also offer to lead the students in the pronunciation drill while Gina assists in other ways. This division of responsibilities should be discussed while lesson planning.
2. Although Julie specifically asked Gina to correct her pronunciation in private conversations, Julie needs to consider how Gina would like to be corrected in class, in front of her students. Perhaps Julie should ask Gina directly in the beginning of the class or during their planning session.
3. Julie should continue adding her voice to the repetitions, so as to allow the students a consistent, correct pronunciation.
4. Prior to acting, Julie should consider the cultural ramifications of her actions. Even though Gina has told Julie she wants to be corrected, it is not appropriate to do so during the lesson. This is because it is important that the students retain appropriate respect for both teachers. If the students don't respect and trust Gina's knowledge of English, they may not listen to her when she tries to teach them, especially on the days that Julie is not in class.
5. Julie can speak to Gina after class and inform her of her pronunciation errors. As this is the first period of the day, she can talk with Gina after class and prevent the same errors from occurring throughout the rest of the day. Since language teaching involves a lot of repetition and review, the pronunciation of the first class can be corrected during their next meeting together.

[Pick the date]

Case 7: Is It Time to Speak Up?

Betty and her co-teacher have established a working pattern. The co-teacher lesson plans for the class and then assigns Betty parts of the lesson to teach. Betty is not satisfied with the situation and would like to become more involved in the lesson planning process. How can she respectfully communicate her feelings with her co-teacher?

Betty, who is an ETA, has been working at her elementary school for almost three months now. She has been enjoying her time in the school. The school administrators and teachers are very nice to her and her students love her.

However, there is one problem. Betty feels useless. Every day she goes to class and teaches the material that she is assigned to teach and then she immediately returns home. She then complains to her roommates of yet another day that she was not used to her true potential.

Although Betty did not have any formal teaching experience before coming to Taiwan, she quickly gained effective teaching skills throughout summer orientation, workshops, and actual time spent in the classroom. She feels that she should have a choice in the materials being taught in the classroom and the manner of teaching. However, she has never been involved in the lesson planning process. Instead, her co-teacher, writes the lessons and assigns Betty specific roles within each class. Betty wants to be involved in lesson planning and she wants to have a more active role within the classroom. She has ideas about how to make English class more fun and meaningful to the children. She also believes that if she could teach materials that she is interested in, she would be a better and more enthusiastic teacher than when she needs to teach materials that are simply assigned to her by her co-teacher.

Betty feels as though she should voice her concerns and communicate with her co-teacher, but she is worried about the consequences of such a discussion. Betty's problem is not that her co-teacher will not listen to her or that she does not have a good relationship with her co-teacher. Instead, the problem is that Betty's relationship with her co-teacher is great and she does not want to ruin it. They are good friends, and Betty is not sure if their relationship, especially within the classroom, depends on her serving the role of assistant rather than co-teacher. Betty does not want to criticize her co-teacher's methods of teaching, but she is unhappy in her current situation. She does not know what to do.

Betty has heard stories from previous ETAs and from her friends, which illustrate weak relationships between LETs and ETAs. She does not want her relationship with her co-teacher to be added to the list of aforementioned stories. So, Betty is forced to make the decision: should she stay silent or should she risk her relationship and speak up?

[Pick the date]

Discussion Questions:

1. Should Betty have a discussion with her co-teacher? Why or why not?
2. What does Betty have to gain in voicing her concerns with her co-teacher?
3. What does Betty have to lose in speaking up?
4. How can Betty raise her concerns so that her co-teacher does not feel as though Betty is unhappy in class or criticizing their co-teaching style?
5. Has Betty considered why her co-teacher assigns her specific roles as a teacher and materials to teach?
6. What is the role of an ETA and what is the role of an LET in a co-teaching situation?
7. What other opportunities does Betty have for teaching outside of the classroom?

[Pick the date]

Suggested Strategies:

1. Both Betty and her co-teacher need to be aware of different models of co-teaching and different roles that each person can play and the contributions each person can make. This awareness raising can happen during conversations outside of class, during workshops, and post observation conferences.
2. It is important to realize that not everyone who speaks English can teach English well. As an ETA, Betty should first observe the class and reflect on whether the ideas she proposes align with the school curriculum, the class schedule and students' needs. If they do, she could explain why her suggestions would make Betty's well-planned lessons even better.
3. Betty needs to show respect for her co-teacher even though her co-teacher may not speak perfect English and teach in a conventional way. Since her co-teacher is an experienced teacher, there are many things Betty can learn from her.
4. Betty should converse with her co-teacher more in order to understand the differences between US and Taiwan in terms of educational system, teaching approaches, assessment, and student learning styles. She needs to be careful about making judgments about the current way in which her co-teacher teaches and the materials being used in class.
5. Betty needs to initiate discussion in a respectful way. The co-teacher may not realize that Betty has concerns about their co-teaching approach and is not happy of always being in an assistant role. Only through respectful discussion can they negotiate changes.
6. Since Betty does not want her co-teacher to think that she is questioning the co-teacher's work and she really likes her co-teacher, she could say something to her co-teacher like, "I think that you are a great teacher and I have learned so much from you. Under your guidance I feel as though I have matured as a teacher and would really like the opportunity to be even more involved in the lesson planning and teaching of the class..."
7. Betty could say something like, "Your classes are great and I have learned so much. As a result, I have some ideas for activities and lessons that I would like to share with you to make them even more amazing." The idea is for Betty to ensure her co-teacher that her co-teacher's lessons are already good (that she is not criticizing them), but when combining all ideas, they can be even better. In this way, her co-teacher won't be surprised to hear that Betty wants a bigger role within the classroom.
8. As a teacher, Betty should be enthusiastic no matter which materials are being used. With that said, Betty can supplement the classroom materials with songs, video clips, and reading materials that she believes the students will enjoy and benefit from.

[Pick the date]

9. Betty can ask if there are other opportunities in the school for her to lead extracurricular English clubs, activities, or tutoring sessions. She can have more freedom to lesson plan and lead activities that do not follow a curriculum. In this way, Betty can gain more practical experience as a teacher. She can keep an ongoing dialogue with her co-teacher about what has worked well and what has not. Betty can then make suggestions as to what might be successful activities and materials for the co-teaching class.

[Pick the date]

Case 8: To Tell or Not to Tell: Where to Draw the Line? Disappearing LET

Judy feels that her co-teacher, Emma is taking advantage of their co-teaching relationship in order to have less responsibilities in the classroom. Toward the end of the year, Emma rarely shows up to class on time, if at all. Although Judy feels comfortable being the lead teacher, she is uncomfortable with the way Emma is treating her. Judy doesn't know how to handle the situation.

The year had been progressing nicely. Judy had developed strong relationships with Emma and Colin, her two co-teachers. She felt confident that she had sufficiently adapted to both of their respective teaching styles and thus, she felt very comfortable in the classroom. She felt prepared to handle any obstacle or challenge that came her way.

At Bright Star Elementary, Judy's co-teacher, Emma, was not very familiar with the suggested model of co-teaching for the Fulbright ETA Program. Instead, she preferred for Judy and herself to teach separately. Therefore, Emma would usually lead the first half of the class with a quiz or some kind of structured activity and then Judy would lead a game for the last 15-20 minutes of class.

Admittedly, in the beginning of the year, Judy was uncomfortable leading the class on her own because she had very little teaching experience. As the year progressed, Judy became more confident leading the class and she felt that this was a positive result of Emma forcing her into this position from the very beginning of the school year. So, Judy did not mind the way in which Emma preferred to run her class and thus did not complain about the lack of "co-teaching" in the classroom.

While Emma and Judy had developed a close working relationship, Emma started to rely a little too much on Judy's presence in the classroom. Emma began to show up 10-15 minutes late to the first class of the day, calling Judy on the phone as the bell rang to tell her that she would be late. This was unsettling since it gave Judy no time to make necessary changes in her lesson plan. Another time, Emma texted Judy ten minutes before Emma's first class asking if Judy was teaching the morning session that day. Judy replied that she was teaching the afternoon session. Emma then responded that she was hoping to go get her car fixed that morning, but would simply have to go in the afternoon when Judy could take over the class.

Over time, Judy started to feel upset and used. She came to expect that Emma would show up late to class or just not show up at all. It seemed that Emma saw Judy's presence in the class as a break from teaching. This was frustrating because Judy's purpose in the class was not for Emma to sit at the computer or to leave the classroom in order to take care of other chores, which is what she routinely did when Judy led the class in games and activities. Instead, Judy was there to work *with* Emma in order to create a more stimulating and exciting

[Pick the date]

learning environment for the students.

As the year progressed, Emma started showing up late (or not at all) more frequently. As a result, Judy's attitude in class became less enthusiastic and overall, she had less energy. She felt bad because she knew she shouldn't take her frustration out on the students, but she just didn't enjoy being at Bright Star elementary as much as she used to. With only a few weeks left in the year, Judy decided not to confront Emma about her feelings. Rather, she decided to just deal with the present situation, even though she dreaded being at school. She felt that a strained relationship in the classroom would only further hinder the students from learning. For the last few weeks, she decided that it would be best to just let it be.

Discussion Questions:

1. How do you think Judy should handle this situation?
2. Who should Judy consult for help? The Fulbright Advisors? The Bright Star school administrators and deans? Should she ask her other co-teacher, Colin, for advice on what to do?
3. How could Judy indirectly let Emma know that she is frustrated?
4. With only a few weeks left in the school year, is this issue worth confronting? Why or why not?
5. Even though Judy feels comfortable leading the class, there may be some missed educational opportunities for the students. What are some consequences of not having two co-teachers in the classroom?
6. Do you think Judy has a professional responsibility to report this situation to Fulbright or the school? Why or why not?

[Pick the date]

Suggested Strategies:

1. The next time Emma tries to leave the classroom, calmly tell her that you would feel more comfortable with her present in case anything happens to the students. The LET is primarily responsible for the students, so it is necessary for her/him to remain present at all times.
2. Talk with Fulbright Advisors and Professors, or other ETAs in order to come up with strategies to address the issue. Then you can calmly and maturely confront Emma on her behavior and how it makes you feel.
3. Use the lesson plan format that has one column for the LET and one column for the ETA. In using this lesson plan format, you can clearly indicate what role each co-teacher will play throughout the lesson. This gives more accountability to both co-teachers throughout the lesson.
4. Plan activities that necessitate the use of both co-teachers. For example, if you are introducing a new game or dialogue, model it first with your LET. This should be a commonly incorporated practice into each lesson.
5. Have a conversation with your LET about ground rules. For example, each teacher needs to give 24 hours notice if he or she will be absent. The co-teachers can even create a contract with consequences if the expectations are not followed.

[Pick the date]

Case 9: What Are My Options?

Teresa has been co-teaching with Norma, who is an experienced LET. Prior to this experience, Norma was not interested in co-teaching. However, this year she was offered two choices. She could either choose to co-teach or choose to be a 6th grade homeroom teacher. She chose to co-teach because she felt that this was the better option of the two. Teresa didn't know about this when she was assigned to her school.

Teresa was thrilled to be co-teaching with Norma and has been eager to share ideas when they lesson plan together. However, it did not seem as though Teresa's enthusiasm was matched by Norma. Every time Teresa shares her ideas during their lesson planning, Norma looks skeptical and sometimes uncomfortable. Norma never says, "No" to her ideas, nor does she ever implement any of the ideas in the actual teaching.

In one of their co-teaching classes, many students are from low-income families and only two students have the opportunity to attend cram schools for extra English classes. During the last unit assessment, about half of the students performed very poorly. Teresa was worried about the midterm exam the following week. She wanted to change the lesson plan slightly in order to provide extra review for the students who were in danger of failing. However, Norma didn't seem to like the idea because she wants to keep the same lesson plan for each class. She does not want the different classes to move at different paces. Teresa then suggested a worksheet for homework, but Norma did not accept that idea either. Norma said that the students have too much homework for their other classes already. If they are given English homework, the homeroom teacher would complain because English is not one of the core subjects that students need to pass in order to graduate.

It seemed to Teresa that every time she attempted to contribute her ideas, they were ignored or denied. This has made her feel frustrated and defeated since she really wants to introduce the students to new ways of learning English. After talking with other ETAs about her situation, Teresa came up with an idea of leading an extra help session during lunch for those students who scored poorly on the unit assessment. This way, she could plan lessons, try new activities, and really help the students learn the material.

The following week, Teresa spent her lunch time with those students. She felt as though the extra sessions were really helping her students to make progress. Then one day before the week ended, Norma came and told her that the extra help sessions during lunch would have to stop because the homeroom teacher complained. The teacher was worried that if his students rushed to eat and study English during their lunch, they wouldn't perform as well in his class.

On hearing this, Teresa was in tears and not sure what to do next. Many questions were racing through her head, "*Why am I so limited to do anything extra for the students? Did I*

[Pick the date]

miss something here? What are my options?”

Discussion Questions:

1. What are the dilemmas in this case? How would you solve them?
2. Is this co-teaching model working? Why or why not?
3. What would you do if you were Teresa?
4. What would you do if you were Norma?
5. What roles does the homeroom teacher play in this situation? What role does the school play in this situation?

[Pick the date]

Suggested Strategies:

1. Teresa can observe the school environment, how the students learn, and the way Norma runs her class prior to suggesting any changes.
2. Develop trust and a relationship with Norma. Allow her to see you as a good team player who is willing to help the students learn. When she sees that having an ETA can be beneficial, she might be more willing to work with an ETA and be more open to ideas for lesson planning.
3. When encountering frustrations, share them with your Fulbright Advisors, Coordinators, and Professors to get support and suggestions.
4. Teresa can ask Norma if there are more suitable times for her to tutor the students. Perhaps there are time slots in the early morning or after school for her to work with the students.
5. Teresa can share more information with Norma about the Fulbright ETA program. She can explain the mission and vision of the program to promote mutual understand and mutual goal setting.
6. Teresa can ask Norma about her expectations of an ETA. Maybe Norma can use Teresa's assistance with other tasks such as grading and classroom management.

[Pick the date]

Case 10: It's Time for Action

Mr. Inewit, an experienced LET, is very dedicated to providing his students with authentic English experiences and resources. This is why having an ETA as a co-teacher is so important to him. However, Mr. Inewit is beginning to realize how difficult it can be for his school to adapt to a new ETA each year.

It was a new school year and I was very excited to work with an ETA this year - Sue. Toward the beginning of the year, all of the teachers and the staff were all nice to her. They would greet each other whenever they met and always exchanged niceties. However, as time went by, the daily greetings became a dry and formulaic. The exchanges looked and felt forced. I thought, if this trend continued, they might stop talking to her altogether before long.

The students also seemed to notice Sue's deteriorating relationships with the other teachers. Overall, the teachers seemed disinterested in her presence and the students started to lose interest in her as well. They did not take her seriously as a teacher or as an authority in the classroom.

Toward the middle of the first semester, I started to notice the teachers talking about Sue when she was within earshot. They were taking advantage of the fact that Sue couldn't understand the local language. Other times, when I was around them without Sue, they'd also talk about her. It was their assumption that I could answer most of the questions they had for her. There were several times I was tempted to answer these questions since they seemed harmless. However, there was one incident that made me seriously consider how I would feel if I were in her position.

One day, one of the teachers approached me and asked if he had offended Sue. He was worried about this because recently, she had stopped greeting him when they passed each other in the hall way. He explained that usually, when they passed each other, Sue would speak English to him. This made him nervous because his listening comprehension was low and he had no idea what she said to him during these interactions. Therefore, he frequently reacted by giving her a puzzled look. After receiving this information, I assured him that Sue was not upset with him or anyone at school. Perhaps she just didn't want to put the teachers in an uncomfortable situation by speaking to them in English. I told him that this was only my opinion and that it might be helpful for him to talk to Sue.

What could I do to bridge the gap between the teachers and Sue? How could I, the LET, help the other teachers to see Sue as a member of our school and treat her as such?

[Pick the date]

Discussion Questions:

1. What would be appropriate steps to help a new ETA feel accepted into the school community?
2. In what ways could you also help Sue to bridge the gap between herself and the school community? How much should the LET help an ETA integrate and when do you know when to allow the ETA to forge his or her own relationships?
3. What could the school administrators do to motivate the faculty to have more interactions with an ETA?
4. What attitude and behavior traits should an ETA exhibit in order to have a successful service year at the school?

[Pick the date]

Suggested Strategies

1. The LET should seek to understand the school administration's view of the role of the ETA within the school community. How does the administration see him or her interacting with the students, LETs, and other faculty? With the same goals and expectations, it will be easier to identify how and when it is appropriate for the ETA to interact with different members of the school community.
2. The ETA and LET could offer to facilitate a mini English class for teachers and staff at the school. The class could be offered on a weekly basis and focus on oral communication skills. This type of class will allow for more dialogue and interaction between Sue and the other members of the school community. Sue could design the lesson content in ways that would foster deeper understanding of one another. For example, if the lesson were about hobbies, she could structure activities and questions that would allow them to learn more about one another's interests.
3. The LET could help Sue to learn some words and phrases in the local language that the teachers and school faculty use. If Sue makes more of an effort to connect with them in a language other than English, they may feel less intimidated to speak with her. They may also be excited to help her learn more words and phrases.
4. The LET can encourage the ETA to offer remedial classes for students who are not doing well in English class. This will help Sue to earn the student's respect as a teacher while helping them to be successful in English.
5. The LET can encourage the ETA to be flexible, persistent, and open-minded. It often takes a lot of effort to develop and maintain strong relationships, especially in a cross-cultural context. The LET can model how to develop a good relationship by doing so with the ETA and other members of the school community. The LET can also share success stories and strategies from past ETAs.
6. The LET can explain the benefits of having an ETA to the rest of the school community. The LET can encourage other teachers and faculty to make the ETA feel comfortable so that he or she feels included.

[Pick the date]

Case 11: Meet Me Halfway

At first, Jake struggled with the local culture at his rural Taiwanese elementary school. Communicating with an LET was frustrating because she would complement his ideas but then change them before or during class. She would also nitpick at imperfections in his teaching in a way that seemed passive aggressive. Jake also felt bothered with how indirectly the school administration communicated school-wide events and schedule changes to him.

Jake felt comfortable as a language teacher before coming to Taiwan, so he was excited to begin teaching at a rural elementary school with small classes. Little did he know that there would be communication barriers with his LET and the school administration that left him feeling frustrated and excluded.

He first felt frustrated when he offered to design a game for a sixth-grade co-teaching class. His LET smiled and praised the game, saying that she thought it would be a fun, but later, right before class, she said: “I really like your game, but I like this game a lot too, can we use it?” Jake felt he wasted his time all because his LET did not want to tell him directly that he did not need to make a game, especially since she was planning on using her game all along.

In another sixth grade class, Jake and his LET wanted to use a game that Jake adapted from another ETA. At the beginning of class, the LET asked Jake to download the game from his Dropbox onto the computer while she started class and began the first activity. The kids began filling in their workbooks as Jake waited for the Powerpoint to download. Suddenly, his LET said “Jake, I think it’s best if both teachers work together during class and help the students.” Jake was beside himself because he was doing exactly what was asked of him, but it was not enough for his LET’s standards. Furthermore, Jake understood the lecture on effective co-teaching during training and did not feel he was simply idling. After class, his LET walked up to him with a smile and asked politely if they could work together more during classes. This indirect form of communication felt passive aggressive and unfair.

Besides these communication challenges with his LET, Jake found himself sitting alone in his office multiple times at the beginning of the year when school-wide events would happen. During important flag-raising ceremonies, guest-speaking presentations and school-wide competitions, he would not be invited or would find out after the bell that his classes were cancelled. Jake speaks Chinese and is easy going, so it surprised him when no one informed him of the events at his school. He often found himself clueless having planned for a cancelled class. He also felt excluded when events would happen and he was the only person at his elementary school that did not attend the kids’ activities. Furthermore, one day Jake arrived to school to find a new schedule on his desk listing seven extra classes per week

[Pick the date]

to prepare the students for the annual Reader's Theater competition. Without asking or meeting with him, the school expected Jake to give up his morning and lunch breaks for over a month. Jake ended up loving the time helping his kids prepare for the competition, but he was upset that this change was communicated to him through naught but a printed piece of paper on his work desk.

Discussion Questions:

1. What frustrated Jake about the way his LET communicated with him?
2. How can Jake and his LET work together to improve communication?
3. How would you feel if you came to work one morning with a new schedule on your desk expecting seven extra classes a week, all during your morning and lunch breaks?
4. What could you do to stay informed of activities happening at your elementary school?
5. In terms of improving communication between an ETA and their LET and school administration, how much responsibility do you think is on the ETA and how much on the LET and the school?

[Pick the date]

Suggested Strategies:

1. If you feel frustrated with how your LET communicates, first give it time. Try to understand and pick up on the communication cues. “I think that’s good” does not necessarily mean “Yes, let’s use this” or “Yes, go through with your idea.” “It might not work” might really mean: “No, I do not think you should do that.” As a guest in the host culture, it is important to adjust to how locals communicate. While it might seem like beating around the bush to you, your communication style might seem pompous and rude to locals.
2. If an ETA feels frustrated with how an LET communicates, it is also appropriate to ask the LET to be a little more direct. Explain that in American culture we like direct communication and that if they are more direct with you, there will be fewer communication issues. However, be gentle and polite and give your LET time to adjust to your communication style, especially if it is their first time working with an American. Do not expect changes over night.
3. If you do not speak Chinese and do not have a calendar board that you can understand where events are listed, make a weekly habit of asking your LETs what events are happening when and if those events will affect your class schedule.
4. If possible, spend time with your LET(s) and colleagues outside of school. Attend school dinners and activities with them so that they can feel more comfortable around you. While it might seem like the communication issues Jake experienced come from cultural indirectness, it is also possible that coworkers simply do not feel comfortable approaching the foreign teacher directly, hence putting a paper on the desk rather than face to face communication.
5. If your school asks too much of you, do not make yourself miserable simply to avoid offending coworkers. You may ask your coordinator or other Fulbright representatives to speak with your director or LET to make sure your contract hours are honored and to avoid creating tension between you and them. Nonetheless, if you have the chance to prepare your kids for a competition or teach first graders or kindergarteners once or twice per week, give it a try and you might find it extremely fulfilling.

[Pick the date]

Theme Three:

Creating Classroom Communities (Working with Students)

[Pick the date]

Case 12: Equal Participation

Mr. Lativ, an ETA, is teaching students a new unit in the textbook. The information is new to all students, except for one advanced student who continues to answer on behalf of all the others. The other students are not as advanced and lack the confidence to speak. Mr. Lativ is struggling to devise classroom strategies to ensure each student is participating and learning.

I was teaching fourth grade for the first time with my co-teacher, Ms. Lin. It was a lesson on telling time. I had never met the students before and did not know their language abilities, but I assumed that they would be able to understand the lesson easily if I prepared good visuals.

I walked into class prepared with a PowerPoint presentation. First, we would review numbers, and then review how to read a clock. Then we would practice the sentence structure. I expected to ask the class questions and have them respond with the answer. Rather than calling on individual students, I thought the full class call-and-response would engage more students and make them feel less shy.

I started to teach the lesson. “What number is this?” I asked, pointing at the number seven. They had already learned numbers during the previous year, when they were in third grade. This was supposed to be a quick review for the students, but only Cam in the first row yelled out the answer confidently and a bit smugly—“Seven!” Strange, but I moved on to the next number, eleven. “What number is this?” I asked. “Eleven!” yelled out Cam—and only Cam.

“Come on, everyone, participate! Not just Cam!” I said, trying to encourage the class. No one made eye contact. I tried to ask about the next number, 12. This time, I looked away from where Cam was sitting and singled out Ellen. “Ellen, what number is this? I want you to answer.” She looked scared and her eyes automatically moved to where Cam was sitting and mouthed out the answer. “T...elf,” said Ellen. Cam immediately howled with laughter, as did some of his buddies. “It’s not *telf*, it’s TWELVE. Hah!” Ellen looked painfully embarrassed. Ms. Lin took over and reprimanded Cam in front of the class in Chinese. But he didn’t apologize to Ellen. I didn’t want to disrupt the class more, so I continued to move on with the lesson.

“What’s this?” I asked, showing a picture of a clock. “A CLOCK!” screamed Cam. It just kept happening. Only Cam would speak, and none of the other students would utter a sound. If I called on them individually, they would become stressed out or would stumble, and Cam would make fun of them. I didn’t like the community of this class. It was completely centered on Cam, who would provide answers, while the rest of the students doodled on their papers and passed notes. I was convinced that the rest of the students knew the answers but were just

[Pick the date]

scared of Cam's dominating voice. I decided to take the speaking focus out of the lesson to see if that would encourage other students to participate.

"Okay, look at these numbers on the board and write them out in English on your paper," I said. "Do it by yourself."

Ms. Lin and I walked around to help the students. To my dismay, I discovered that many of them were frozen over their paper. Many knew "one" or "six," and some even knew "eight" or "eleven." But most were struggling with the numbers that I had assumed they knew. I walked over to where Cam was sitting. He was finishing up the list with perfect completion. How did he know so much more than the others? "Cam, how do you know all of the answers?" I asked. "It's EASY! I can't believe no one else knows *numbers*," he said. Ms. Lin rolled her eyes at him but did not say anything else. The bell rang and I realized that I had only worked through about a third of my planned lesson for the day!

As Cam left, Ms. Lin informed me that he is the only student who attends cram school (and he's been going since 1st grade). In fact, Cam is actually a few levels ahead of his classmates in terms of language ability. I then had many things to think about, "*How should I address the issue with Cam? How can I get Ms. Lin to help me deal with the varying English levels in my class? How can I change my teaching strategy so that I involve every student and actually create a beneficial classroom community?*" I felt overwhelmed and unsure of what to do next.

Discussion Questions:

1. Is it problematic to assume your students have prior knowledge of English? If you realize that your students do not have particular knowledge required for a lesson, what should you do?
2. If you were a student, how would you feel about this classroom environment? How would you want it to change?
3. Should Cam face consequences for making fun of his classmates' English ability?
4. Is Cam's behavior problematic? Why or why not?
5. What should be changed about Mr. Lativ's approach to teaching? How do you think he could use the same visuals and materials to teach a better lesson?
6. How can Mr. Lativ and Ms. Lin encourage the other students to participate?
7. What is the call-and-response method? In what sort of classroom would the call-and-response method work? Where wouldn't it work?
8. What should Ms. Lin, the LET, do in this situation?

[Pick the date]

Suggested Strategies:

1. Assess student language levels in the beginning and throughout the class. Mr. Lativ will not be able to effectively plan his lessons without knowing his students' language ability. He could assess their ability with a quiz, or even through individual meetings with the students. If there is not enough time for assessment before class, he can talk to his co-teacher about their language ability.
2. He could consider changing classroom seating based on mixing up the various language ability levels.
3. Mr. Lativ can talk to his co-teacher in order to understand what material might be review and what might be new. Even if certain topics were taught the year before, it is still important to review, or "recycle" this information for better retention.
4. Mr. Lativ and Ms. Lin could talk to Cam outside of class about his behavior. They could also ask his homeroom teacher to talk to him. They could ask him to think about how the other students must be feel when he makes fun of them. The teachers could also re-seat him in a different area.
5. Mr. Lativ and Ms. Lin can find new ways to challenge him in class. Since Cam is an advanced student, he might not feel challenged, which can lead to boredom. The teachers could find ways to involve him with more difficult activities and tasks. For example, he could be responsible for helping to teach a lesson, or assist a small group of students with their homework. Teachers could also prepare extra materials and tasks for Cam to work on if he finished quickly.
6. The co-teachers can try different teaching strategies. For example, Mr. Lativ and Ms. Lin can try to use games or group work instead of a PowerPoint and call-and-response method of language learning. Different teaching methods could draw out different qualities and strengths in all of the students.
7. The co-teachers can introduce incentives. Mr. Lativ and Ms. Lin can use a system, displayed on the classroom wall that keeps track of good behavior and class participation. This might incentivize students like Cam to treat their peers better, and encourage shy students like Ellen to speak out more.
8. Mr. Lativ could lead a review of numbers so that he can refresh the students' memories of this information. It is important to avoid making assumptions about students' knowledge of something learned in a previous grade level. Once Mr. Lativ became aware that his students could not recall numbers during the lesson, he should have stopped, reviewed, and then moved on to telling time.

[Pick the date]

Case 13: One Two ...Three – Attention Class!

Ms. Gentle, an ETA, continues to try implementing fun activities with her first-grade class, but she has a hard time maintaining her students' attention. She wants to be a more effective teacher, but she struggles to understand her classroom management choices.

I was so excited about co-teaching in a first-grade class at a new school. My co-teacher Mr. Yan at my other school, reminded me that I needed to be more assertive with my students during the first week of the class, but I didn't want to resort to harsh methods that would instill fear in the young children.

Ms. Fang, my new LET, was supportive and gave me sufficient time to teach part of the class by myself while she would observe and offer feedback later. The students had diverse abilities; therefore, during my lessons some of the students learned quickly, while others needed more time to process. As a result, the fast learners became bored and restless, while the others seemed lost and couldn't catch up.

To rectify this problem, I decided to incorporate a more fun and interactive way of learning. Since the class was learning about money, I created a classroom store with various objects for sale. Each student had money and took turns to buy something. Once they did this, they took the objects back to their seats. While I thought the activity would be controlled, I was surprised when it led to chaos amongst the students.

Once the students got their objects, they began to play with them. I told them before the activity started that I would give them plenty of time to play with their objects, but that while the activity was going on I needed their attention and cooperation. These instructions just did not compute with the 28 curious students. The students who already retrieved their items were distracted, while the others anxiously waited for their turn. That was when I realized that I needed to conduct the activity in a more effective way. I wondered what I could do to get their attention and to follow my instructions.

I then remembered one of Mr. Yan's signals to get the students' attention. I said loudly and seriously, "One, two...three." Just as I realized that this was not going to work either, Debby, a clever six-year-old, said, "Ms. Gentle, you used the wrong signal!"

I thought to myself, "I'm a failure! Why can't I get their attention?" I thought about ending the activity or taking the objects away from the children who were not listening. I did not know which would be the right response, so I continued with the activity even though I knew I had lost control of the class. Afterwards, Ms. Fang chided the students, "I was disappointed with how you all behaved during Ms. Gentle's lesson. I expect you to listen and pay attention to her when she is teaching you!" This only exacerbated my guilt because I knew that I, not the students, was the cause of the failed lesson.

[Pick the date]

I was overwhelmed with racing thoughts and questions. *“Was the lack of control due to the differences between teaching style and demeanor? Do I need to be loud and tough as Ms. Yan had been with the students? What will I do the next time I teach? What can I do differently?”* The thought of facing them again terrified me.

Discussion Questions:

1. What are some of the causes of Ms. Gentle’s difficulty with this class?
2. What characteristics of young learners should Miss Gentle consider when redesigning the lesson and activities?
3. To what extent do you think teachers need to be “tough” to get the attention from students? Are there other options?
4. If you were a student in this class, what would you think about this lesson?
5. What role do the children’s’ mixed abilities play in this case? What pedagogical decisions should be considered to meet the diverse needs of the students?
6. What should Ms. Fang, do in this case?
7. Should Ms. Gentle feel like a failure?

[Pick the date]

Suggested Strategies:

1. Make sure both co-teachers share the same expectations and class rules from Day One.
2. Have a clear reward system and implement it firmly. Young children have short attention span. Therefore, make sure the activity is well structured and has easy to follow steps.
3. When playing games with objects, make sure students understand the rules and expectations before you begin.
4. Have a designated place for students to place their object if they need to head back to their seats.
5. Both teachers take turns to apply classroom management strategies while the other is facilitating the activity.
6. If the class is about to be out of control, slow down and tell the whole class to stop for a moment till everyone is on task.
7. Praise children when they behave well. Use an incentive system and reward the students for following instructions.
8. Do not be discouraged when things are a little out of control. If students are learning and doing the task you gave them, it is OK for them to talk amongst themselves excitedly.
9. Ask for support from the homeroom teacher and your co-teacher when you need more help to implement classroom rules.
10. Break the activity down into simple steps. Model each step with your LET so that the students have a clear understanding of your expectations.
11. Design a task for the students to complete once they buy their object. In this case, it seems as though the purpose of the activity is to purchase an item with the play money. If the students do not have a reason to focus on the teacher, they will undoubtedly play with the new toy.
12. This lesson needs both teachers to be active. One, selling items, and the second should be leading the activity once the students have their toys.

[Pick the date]

Case 14: You Are Not My Teacher

Yolanda, an ETA overhears students speaking inappropriately in Chinese in the hallway. When she asks them to stop, they show disrespect toward her. When she brings this issue up to the homeroom teacher, it is not handled the way in which she had imagined.

Yolanda, an ETA, just finished teaching the 3rd grade class and was getting ready to take her lunch break. All of the sudden, she heard some students yelling obscene words in Chinese in the hallway.

One student was loudly cursing another. The third student was antagonizing them even further and trying to instigate a fight.

Yolanda quickly walked outside in order to diffuse the situation. The students glanced quickly at her and then continued their argument. One student said in Chinese, "Don't worry, she doesn't understand Chinese."

Yolanda responded firmly in Chinese, "Of course I understand Chinese. Stop using such obscene words. It's not acceptable at school!"

The students were a little surprised at what they heard. They stopped arguing and walked away while laughing. Then one of the students turned his head and said, "You are NOT my teacher!" He then kept yelling a derogatory term for "foreigner" in Taiwanese. On hearing that, Yolanda walked up to that student and said, "Quit using such a bad word. It's very disrespectful. Take me to your homeroom teacher right now!"

The students kept laughing until they realized that Yolanda was serious. Begrudgingly, they led her to their homeroom teacher's classroom.

When they walked in, the homeroom teacher, was sitting there eating. He looked up, listened to what Yolanda said, gave her a mere "OK," and dismissed the students.

Yolanda was left feeling puzzled and confused. Her mind was racing with so many thoughts and questions. *"Where is my apology? How come that teacher didn't do anything!? Should I bring it up to the director at school? What if she doesn't want to do anything? Should I forget about it?"*

Discussion Questions:

1. What are the issues in this case?
2. Should Yolanda have interfered when those students were using inappropriate language? How would the situation change if she didn't understand Chinese?
3. Who should Yolanda go to in order to receive more support in resolving the issue?
4. Do you think the way that homeroom teacher handled the issue acceptable? Why or why not?

[Pick the date]

5. Do you think the students should face consequences for their behavior? If so, be specific.
6. How can the students be prevented from using foul language at school?

[Pick the date]

Suggested Strategies:

1. Yolanda can ask the school administrators about how they would like her to respond if this situation happens again. .Yolanda needs to be aware of the school policy prior to disciplining the students.
2. When a student says, “You are not my teacher...” Yolanda could respond, “As a teacher at school, it’s my responsibility to stop anyone who uses foul language. It is not allowed. “
3. If the students continue to behave this way in the future, Yolanda could write down their names and then bring it up to the homeroom teacher. If nothing happens, she could bring it up to the school administration.
4. The school could use the opportunity to remind all teachers that they have a role to play in making sure students are respectful to each other and to their teachers. This would include a zero tolerance policy toward inappropriate language.
5. Yolanda could let other ETAs know what happened to her. Together, they can discuss how they would react in similar situations.

[Pick the date]

Case 15: I Don't Understand

Miss Honey is an ETA who divides her time between two elementary schools. She feels that most of her students like her and enjoy her lessons. However, she also feels that her part time position at the schools, in conjunction with her young age, status as a foreigner, and limited Chinese speaking ability, have undermined her authority as a teacher. This is problematic when it comes to some fifth and sixth grade students who sometimes seem to take advantage of these facts in order to purposely ignore or misunderstand her directions.

“Your word is ‘swim,’” Miss Honey told Rob.

He looked at her, “我聽不懂” (“I don't understand”). The school year had just started and Miss Honey and her LET were playing charades for the first time with their sixth grade class. Miss Honey and Rob were standing outside of the classroom; it was his turn to act out a vocabulary word.

“Swim, go swimming,” Miss Honey carefully enunciated each word, moving her arms to pantomime swimming.

Rob continued to stare blankly, “我聽不懂.”

Frustrated, Miss Honey switched to Chinese, “Swim, 游泳.”

Rob laughed and mimicked her Chinese. Then, although at this point he clearly understood her meaning, he continued to insist, “聽不懂，聽不懂” until she finally had to resort to asking her co-teacher to intervene. Her LET, upset by the student's attitude, scolded him in Chinese and told him that he was no longer allowed to participate in the game.

Although this particular event happened early in the school year, it quickly became clear that it was a part of a larger ongoing problem that Miss Honey faced with students at both of her schools. When they didn't want to participate in class or do as she told them, some students would choose to ignore or pretend to not understand anything she said, regardless of whether she said it in English or Chinese. This type of behavior was particularly problematic if Miss Honey tried to correct or discipline a student for misbehaving in class. Like Rob, a few students would also mimic her in an attempt to make fun of her or get their classmates to laugh.

Miss Honey felt very uncomfortable when situations like this came up. She felt that the students were taking advantage of her. Due to the fact that she is both a foreigner and a part time teacher at her schools, they didn't always think of her as a “real” teacher in the same way that they thought of their Taiwanese teachers. Therefore, they sometimes did not treat her with the same respect that they gave to her LETs or their homeroom teachers. However, she was unsure how to address the problem. While her co-teachers were always willing to step in and help, Miss Honey felt that having to constantly call them over to deal with such situations

[Pick the date]

only further undermined her authority in the classroom. Additionally, she felt that doing so would gratify the students' bad behavior by allowing them to disrupt class.

Discussion Questions:

1. What are some strategies that Miss Honey can employ to deal with students who refuse to listen to or understand her without having to involve her co-teacher?
2. What can Miss Honey do to help her students to see her as a “real” teacher, one who deserves as much respect as their Taiwanese teachers, despite her unique position at their schools?
3. What can co-teachers or other school staff do to help improve this situation?
4. Is it appropriate for ETAs to use Chinese in the classroom? If so, when? When would it not be appropriate for an ETA to use Chinese?
5. If you had a class like this one, what would you do?

[Pick the date]

Suggested strategies:

1. Miss Honey needs to be confident (or at least appear to be) in her role as an ETA in class. This can include speaking in a firm tone and disciplining the students.
2. Establish clear expectations and a reward system from Day One. Work with the LETs to set up a reward system to reward to students who behave well and perform well in class. Students who make mocking remarks and mimic the teachers will get their points reduced.
3. Build relationships with students to gain their respect and establish your authority. Use Chinese with them during break and lunch time to get to know them.
4. Work with the co-teachers to get support and come up with strategies to deal with students' misbehavior and inappropriate remarks.
5. Talk to other ETAs and get their ideas about how they deal with similar situations.
6. Learn about what rewards/consequences will be most effective in managing student behavior. Make sure your students understand the performance system. Follow through with your rewards/consequences rather than produce empty promises or threats.
7. Discuss problematic students with the co-teachers and homeroom teachers. Try to determine if their behavior is similar in all classes or just the classes led by the ETA. This information will help the ETA to decide how to move forward in the situation.

[Pick the date]

Case 16: Let's Sing a Song

Ms. Summer has been planning lessons for an afterschool class that she will run by herself. She has planned what she considers to be well thought-out, well-prepared lessons. Unfortunately, she has realized that she cannot run them effectively due to classroom management issues.

Ms. Summer was asked by her school to teach an afterschool English class as part of their remedial program. The class was made up of ten students, from second to sixth grade. The students were of mixed ability levels and all were lower-performing English students, compared to their grade-level peers. Ms. Summer would teach this class on her own (without a co-teacher) and would be responsible for the curriculum design. Ms. Summer agreed and decided to use this class to prepare the ten students for the upcoming English competition. Ms. Summer prepared a song to teach the class. She carefully chose a song with comprehensible lyrics that would divide evenly among the ten students. She divided the song into five parts and made recordings of each of the parts to give to the students to practice. She decided to use the first day to introduce the music video, the vocabulary, and teach the chorus. She went into the lesson feeling confident and well-prepared.

When Ms. Summer stepped into her classroom, three boys were napping, three girls glanced at her and then continued chatting, and four students sat attentively. When she called the class to attention, several students groaned and one yelled, "We don't understand!" Several others just continued to nap. Ms. Summer thought to herself, "No problem, I will grab their attention with the song. I will prove how fun this class can be if they pay attention!" She then started the music video.

She was right! Several students perked up, the girls fell quiet, and two boys even woke up while the third continued to snooze. However, when the music video was over, one boy put his head back down, the girls started yelling out questions about the video in Chinese (which Ms. Summer just barely understands and can't speak), and chaos ensued. The rest of the lesson provided a struggle for Ms. Summer to lead the class in activities or individual practice. At one point, a students' younger sister even walked in with a small dog that all the students rushed to pet.

Ms. Summer felt that she had no handle on the class. She was frustrated because she had no effective way to communicate with the students. Though she had prepared an unstructured activity, she had thought that the intrinsic motivation of learning the song would be enough to hold student focus. She was also frustrated because she realized she might have to toss all the material she had already prepared for this class.

[Pick the date]

Discussion Questions:

1. What strategies could Ms. Summer use to practice more effective classroom management?
2. Do you think Ms. Summer's activity can work? Why or why not? How or how not?
3. Do learning style or motivation factors play a role in this case? How do you know? What can be done differently to get them involved?

[Pick the date]

Suggested Strategies:

1. Ms. Summer can first ask her school for help. As a first-year, non-Chinese speaking teacher, she cannot be expected to immediately establish effective classroom management all by herself. She might suggest that she work with another teacher who would stop by at intervals throughout the period, or someone else might help her establish and explain an effective management system. It is important for a new, foreign teacher to be willing to ask for help as needed.
2. Ms. Summer can practice visual, kinesthetic, and verbal cues to direct attention, and respond to and/or prevent misbehavior. A tap on the desks of sleeping children will be an obvious signal to wake up. A stern look with a “shh” finger to the mouth will show the chatting girls that their behavior needs to stop. Ms. Summer can narrate correct behavior with a “Thank you, _____” directed toward attentive students. Many new teachers are reluctant to correct misbehavior, but the teacher is the adult in the room and needs to make some decisions for students, as they will usually make the wrong decisions on their own behalf. Ms. Summer should be careful not to let inattention and misbehavior slide, especially during the first few class meetings, or students will learn that compliance is optional.
3. Ms. Summer should seriously reconsider her lesson plan under these specific circumstances, and analyze where the class-wide misbehavior originated. Was it entirely due to ineffective classroom management? If so, a new management system and focus on management might solve the problem. She might also consider, that an unstructured lesson may be confusing for students, especially in their second language. She must evaluate their language abilities, their self-management abilities, as well as account for their energy level after a long day at school.
4. Ms. Summer should learn about student needs and interests before planning the curriculum. If this is a remedial class, she may decide that it would be helpful to the students to reinforce the material covered in the classroom.
5. Ms. Summer should have classroom rules clearly posted for her students. Additionally, she should regularly review the classroom rules with her students.

[Pick the date]

Case 17: Managing Differentiated Learning

Mary was eager to continue working with Taiwanese students, excited to teach older students more complex topics.

Mary was looking forward to her second year teaching in Taiwan. Her first year had been wonderful. Her students were cute, enthusiastic and although sometimes there were challenges she could always direct their energy toward fun learning games or activities. This year she would be teaching middle school students in Taipei. She knew that she would have more than three times the number of students she'd previously had and also knew that their age (12-15) would affect the atmosphere of the class, but she was hopeful that she could be just as effective of a teacher.

During her first year teaching in Taiwan, Mary had been surprised by the differences in language ability and comprehension of her students. Throughout the year she learned about the Taiwanese cultural phenomena of cram schools. She worked with her classes to provide differentiated lessons that challenged the advanced students while still supporting the lower level students. It was a challenge at first but she could count on her students to help each other and to follow her lead in class.

When she arrived at her new school, Mary was again surprised by the gap in English comprehension. It seemed that the lower leveled students had never spent a minute learning English while the advanced students were already conversational. The gap at this level was much more drastic than the differences in her elementary school. It seemed that the lower level students, although they'd been taking English for upwards of 4 years, had no comprehension of the language or in some cases even the alphabet. She struggled to impose order in the class while trying to differentiate lesson; the advanced students were aggressive about disrupting and answering questions while the lower level students were adamant about being invisible. She realized this was all learned behavior that had been reinforced through years of classrooms that only held the advanced students accountable. She tried to enforce a rule about respecting other student's answers and raising hands, but found that the students continued in their old fashion without adjustment. She received little help from co-teachers who viewed this classroom behavior as the norm. Half way through the year she was still struggling to curb the shouting out and encourage middle and lower level students to participate.

[Pick the date]

Discussion Questions:

1. How could Mary ensure that her co-teachers would support her expectations of the students?
2. How could they ensure that the students raised their hands and waited to be called on?
3. If you were in this situation, how might you differentiate the lessons or projects?
4. Is Mary too ambitious with her expectations of the students? Why or why not?

[Pick the date]

Suggested Strategies:

1. The ETA and LET can think about the most effective co-teaching models to best support such varied student levels. For example using the alternative teaching model. In this model one co-teacher can work with a small group of students focusing on their specific needs while the other co-teacher teaches the rest of the class. The small group could be lower students struggling with a skill or advanced students who require more challenging instruction or tasks. Another effective model would be station/centers based instruction. With this model tasks at the centers can be differentiated to best meet a variety of proficiency levels.
2. Mary and her co-teacher should make sure to create lessons with purposeful grouping. Depending on the task and objectives students with mixed ability levels can be grouped together so high level students can support lower level students. Grouping students homogeneously by level can allow the teachers to create level appropriate tasks based on content.
3. When students seemingly have such a range of ability levels it is especially important to conduct a needs assessment in order to inform lesson design and instruction.
4. Mary and her co-teachers should have high expectations for all students regardless of their current English level. As co-teachers they should discuss and implement classroom management strategies in order to create a safe and engaging learning environment for all students.

[Pick the date]

Case 18: Story Telling

Jane Lynne has been asked by her school to lead a story time session with her students three times a week in the mornings before classes start. She has free reign over this assignment, but she'll be teaching alone, isn't sure what resources are available to her at her school, isn't sure what books will be appropriate for young learners, and is a bit worried about the extra demand on her schedule. How should she approach this undertaking?

Immediately after being assigned school placements during orientation, ETAs sat down with their LETs and other school representatives to get to know each other better and discuss logistics. Jane Lynne spoke with Christy, one of her co-teachers, and Gloria, a dean of academic affairs. Christy and Gloria got down to business right away, telling Jane Lynne that last year's ETA taught 17 classes (as opposed to the typical 16) and taught story time three mornings a week. They asked if she would be willing to do the same. Put on the spot with little time to think and not wanting to get off on rocky footing at school, Jane Lynne said yes.

Christy and Gloria explained that Jane Lynne would go around to different first and second grade homeroom classrooms on Monday, Tuesday, and Wednesday mornings and conduct story time from 8:00 to 8:35 a.m. They told her she would be responsible for choosing the stories. No further advice was given nor did Jane Lynne have enough time to think of any questions.

Luckily, Jane Lynne did not have to begin story time until the second week of classes, so she had some time to prepare. She perused her school's English storybook collection and was a little disappointed by its small size and the fact that she didn't even recognize most of the book titles! She eventually settled on *Brown Bear, Brown Bear, What Do You See?* by Eric Carle since she remembered loving the book as a child.

On her first day of story time, Jane Lynne went to a first grade homeroom class to read the story. She had the students sit in a semi circle around her on the floor and began to read. When she finished the book, she looked down at her watch and realized only 10 minutes had passed. She hadn't timed the story beforehand and completely underestimated how long it would take to read. Unsure of how to fill in the rest of time period and also unsure if the students grasped the whole story, Jane Lynne proceeded to read the book two more times. She could tell the students were getting restless during the second and third readings as they began to shuffle and talk amongst themselves in Chinese. The homeroom teacher had to intervene and scold the students in Chinese to behave.

After returning to her classroom after story time, Jane Lynne knew she needed to come up with a better approach. What should she do to ensure the success of future story time sessions?

[Pick the date]

Discussion Questions:

1. How should Jane Lynne choose an appropriate book for story time?
2. Where can Jane Lynne find resources to help her with her story telling sessions?
3. Who should Jane Lynne approach for help?
4. How can Jane Lynne plan a full 30 to 35 minute lesson telling a short story?
5. What methods can Jane Lynne use to control her students while teaching story time without the help of her LETs and with only sporadic supervision from homeroom teachers?
6. How can Jane Lynne ensure that planning story time won't be too much of a demand on her schedule?

[Pick the date]

Suggested Strategies:

1. When choosing an appropriate story, Jane Lynne should read through multiple books and focus on the vocabulary and sentence patterns present in each book. She should look for books in which the vocabulary is already familiar to the students or can easily be taught prior to reading (i.e. animals or colors). She should choose books with simple sentence patterns, although for the really young learners, vocabulary might be more important than grammatical structures. If a book has repetition, this will be both engaging for the students and help them potentially articulate the words and sentences without the teacher's help by the end of the storytelling session.
2. Jane Lynne should first see what books are available in the English section of her school's library. If she is not completely happy with the selection, she could get a library card at a local public library and take a look at its English book selection! Other ETAs might also have access to good English books that Jane Lynne can borrow. Furthermore, the Internet has many relevant resources such as Reading A-Z, a site with books for English language learners of all levels, and YouTube, which has out loud readings of numerous children's books.
3. There are multiple people Jane Lynne can approach for help in planning story time sessions. She can talk to her co-teachers who have probably used storytelling in their classes. She should approach the Fulbright advisors as they are experts at storytelling and can give her suggestions such as good book titles, engaging storytelling methods, and online resources. At Jane Lynne's school, some administrators travel around to different classrooms and do story time sessions in Chinese with the students. Jane Lynne can sit in on one of these sessions (even if she doesn't completely understand the story in Chinese) to watch a seasoned storyteller perform. Lastly, Jane Lynne should talk to her fellow ETAs! She is likely not the only one who has been asked to do some form of storytelling. ETAs are fantastic resources for each other! They can offer advice on what worked and didn't work in their own classrooms.
4. Each story will probably take only about 8-15 minutes to read, depending on the grade level of the students and the length of the book. Reading the story a second time can help reinforce its meaning, but further readings might make the students bored. As such, Jane Lynne should plan an activity for students to do in addition to reading. For example, she

[Pick the date]

could make or find flashcards with relevant vocabulary words and teach the words prior to telling the story or in between reads. She can hand out the flashcards and have students stand up when the words on their flashcards are called. She can design games relevant to the story. For example, “Teacher Says” with animal sounds and actions for Brown Bear, Brown Bear is a fun and engaging activity. Another idea is to make up songs related to the book’s vocabulary and sentence patterns sung to the tune of a popular nursery rhyme and teach it to the students.

5. Jane Lynne can try many different methods to get students’ attention. These include clapping patterns and short chants. If there is no homeroom teacher present, Jane Lynne can use Chinese if necessary. She can request the homeroom teacher’s presence or tell the homeroom teacher to relay Jane Lynne’s expectations of the students before the story time session.
6. In order to effectively time manage story time, Jane Lynne should begin planning her story time lessons well in advance. She can read the same book to multiple grades if their language levels are similar. She can also request to have midterms and finals weeks off from storytelling to give both her and her students a short break.

[Pick the date]

Theme Four: Ethical Dilemma

[Pick the date]

Case 19: Managing Inappropriate Behavior

Mr. Salacuse teaches second and sixth grade at his school. Over the course of the year, one sixth grade girl developed a crush on him, and she now behaves in a way that makes him feel uncomfortable. He struggles with how to respond to her in an appropriate and respectful manner.

In late October, my co-teacher Ms. Li and I prepared a series of fun lessons to introduce students to Halloween. Ms. Li wanted this year to be special, so we spent a lot of time arranging games and transforming the English classroom into a haunted house. I was really excited for the students to learn more about American culture—and maybe even be scared!

Although the activities were a huge success with most of my students, there was one sixth grade girl who did not want to participate. Her name was Rachel. She seemed sad and she sulked outside while her classmates ventured into the haunted house. I went up to her, and tried to encourage her to participate. Rachel said something in Chinese and turned away. I didn't understand what she said. I tried again to encourage her to join the activity, but she refused. I thought I would try to give her candy as an incentive to participate. My parents had sent me a box of American Halloween candy to share with my students. I walked away to grab mini Butterfingers and Twix bars to share with Rachel. I thought, if nothing else, the candy would give her a taste of American culture and it might change her mood.

When I returned, I found Rachel sitting alone in the stairway. I sat down with her and asked her what was wrong, using English and then some Chinese. I couldn't get a clear answer, but it seemed like she was just having a bad day. I gave her the candy. I told her, "I planned to give this to the second graders, but you seem like you could use it." She smiled and cheered up a bit. I thought I had solved the situation and I felt good!

However, a week later, I ran into another problem. It was the end of class and students were lining up in front of my desk for their weekly vocabulary quiz. When it was Rachel's turn, I gave her two words to spell out. After saying the words, she jumped up on my lap, looked up at me, and smiled. I was shocked! It happened so fast that before I could even say "get off," she was already heading for the other side of the room and giggling with her friends. My co-teacher, Ms. Li, had been in the bathroom at the time. When she returned, I told her about the situation.

We agreed it was inappropriate. I thought it was fine for my second graders to give me high-fives and hugs, but a sixth grade female student should not get as close to a male teacher in that way. By the time Ms. Li and I started to discuss the situation, the bell rang and the students scampered out the door. We decided to keep an eye on Rachel's behavior. If anything new developed, we would notify each other and have a discussion with Rachel.

[Pick the date]

Several weeks passed without any further incidents; neither Ms. Li nor I observed any other inappropriate behavior from Rachel. Then one day I was walking down the street to one of the local restaurants near my apartment when I passed a cram school. Some students from my public school recognized me and came running out to greet me. They were all very excited. Rachel was among them. Almost immediately, she ran over to me and started clutching my arm. I laughed and felt very uncomfortable. I gently tried to free myself and continue on my way.

Despite my efforts to walk alone, the students followed me next door to the restaurant. Rachel was still sticking by my side and she was starting to make a scene. The hostess looked disapprovingly at me, as if I had encouraged Rachel's affection. I felt terrible and embarrassed about the situation. I finally convinced the students to return to their cram school. Rachel finally let go and followed them. That night, I anxiously wondered how I could maintain a professional relationship with Rachel. I was determined to speak with Ms. Li the following morning to try and fix this uncomfortable situation.

Discussion Questions:

1. What is considered appropriate and inappropriate physical contact between teachers and students? Are these standards shared in different cultures? Are these standards shared by you and your co-teacher? You and your students? What are some proactive steps you can take to make the students aware of these standards?
2. Should teachers ever give certain students special attention? Why or why not? What kind of attention is appropriate?
3. How can Mr. Salacuse and Ms. Li prevent this situation from occurring in the future?
4. Should the ETA and/or LET make any statement to the whole class about appropriate behavior in class? If so, at what point? If not, why?
5. How would you tell a student that his or her behavior crossed the line?

[Pick the date]

Suggested Strategies:

1. Speak directly with the student. Mr. Salacuse may have been caught off guard several times and not prepared to address the student when the issues occurred. However, you may need to ask the student to stay after class to discuss her behavior directly. Another teacher must be present during the discussion.
2. Check with the school regarding the policy of teacher-students relationships. Keep the co-teacher informed of the situation and your concerns.
3. Attempt to learn more about the family situation of the student. Perhaps a difficult relationship at home can cause the student to act out at school. Learning about a student's background can help one to understand the nuances of a particular situation and come up with better solutions to resolve the problem.
4. If the problem continues, consider speaking with the principal or dean of the school. They may be able to speak with the particular student (and communicate more effectively in Chinese) in order to prevent the problem from becoming more serious. The ETA program administrators may also be a good resource, as they can draw on experiences of helping past ETAs solve difficult student-teacher issues.
5. Inform your co-teachers about the situation. Understand how the situation can be resolved in the target culture. Get different opinions from your co-teachers.

[Pick the date]

Case 20: Redirecting Student Energy

Miss White, an ETA, teaches sixth grade. One of her students, Billy, is very bright and has excellent English skills. However, he has difficulty concentrating in class. He frequently acts out and often uses swear words in English. His behavior disrupts the class and distracts his classmates. Miss White does not know how to manage his behavior and needs help. She feels even more helpless when she discovers that Billy is the son of one of the home room teachers.

Early in the semester, I noticed that one of my sixth graders, Billy, was very smart. Whenever I asked a question, Billy would always be the first to answer before any other student had a chance to respond. I quickly discovered he could read the entire textbook, cover to cover without difficulty. I learned from other teachers that Billy attended cram school for English, which gave him an advantage over most other students in the class.

I also noticed that Billy had trouble concentrating in class. He constantly acted out; he talked loudly to his neighbors, made inappropriate jokes, and even blurted out swear words. I could sense that his peers were annoyed with Billy. From his attitude and behavior, it seemed that he was bored in class, but I didn't know how to remedy this problem. I couldn't devote extra time to teaching him during class because I had 30 other students to teach, many of whom had much lower levels of English.

I decided to invite Billy to come see me during break periods to work on extra material. I offered to help him with his cram school homework. I listened to him read an English magazine, helped him correct pronunciation, and asked comprehension and follow-up questions based on the text. Billy was always calm and focused on learning during those sessions. We even seemed to have developed a better relationship. However, after a few weeks, he stopped coming due to another required school activity. Unfortunately, he continued to be disruptive during class. In an effort to separate Billy from the students with whom he talked during class, my LET and I rearranged the seating chart. However, Billy became an even greater distraction when he started yelling across the room.

He also continued to use inappropriate language. At one point during our tutoring sessions, he asked me how to say the words "hernia" and "excrement" in English. I knew Billy was excited and proud to learn advanced words in English so I was happy to teach him. At the time, I thought this might appease his interest in potty language. I also thought it would get him to stop questioning me about these words during class. My strategy backfired. Over the next couple of weeks, he repeatedly blurted out those words in class and eagerly taught them to other students.

Trying again to redirect Billy's energy and intelligence in a more positive direction, I

[Pick the date]

invited him to participate in Reader's Theater, an extracurricular English activity that my LET and I were beginning to rehearse during lunch. The other students in Reader's Theatre were also highly proficient in English and had a language level similar to Billy's. I thought Billy might enjoy this club due to the challenge of learning the script and acting it out. However, during the first two rehearsals, he continued to misbehave and distract others. After rehearsal, I noticed that he had written English swear words and drawn explicit pictures all over the script. I also found out that he showed these to the other students. By the third class, I was fed up. I told him that he was smart and capable, but that he only had one more chance to participate in a positive manner, without distracting other students. Otherwise, he would have to leave Reader's Theatre practice. He chose to leave without even trying.

At this point, I wanted to discuss Billy's misbehavior with his parents. He was still in my regular classroom, and his behavior was only growing worse. I soon learned that one of his parents was actually a homeroom teacher for one of my other classes at school. However, my LET worried about my approaching Billy's mother. She was worried that having a confrontation could ruin our professional relationship with his mother and affect our other classes. *How could I address Billy's misbehavior while still encouraging him to learn English? How could I ensure a calm learning environment in my classroom where all students could concentrate?* I felt that I had completely lost control of the situation and didn't know how to make any improvements.

Discussion Questions:

1. Faced with the same situation how would you handle a student like Billy?
2. Should Miss White approach Billy's parents? Why or why not? If yes, how should she frame the situation?
3. What are effective ways to engage advanced students who are not being challenged by the lesson?
4. How do you effectively meet the needs of all of your students in class? Some students might be advanced, some will be on task, and some others might be behind grade level.
5. In what ways, if at all, should an LET or ETA's roles differ in handling classroom management and misbehavior?
6. What kinds of disciplinary consequences are acceptable and effective in this situation?

[Pick the date]

Suggested Strategies:

1. Establish clear expectations for behavior in class at the beginning of the semester.
Develop class rules. Promote positive behavior through an incentive system. .
2. Develop a set of consequences for students who are not following the class rules. For example, set a table aside as a ‘cool down’ table. This will help to calm those students who may have too much energy and distract other students.
3. Talk to Billy directly regarding his behavior. Inform him of your expectations and explain to him which behavior is unacceptable. Remind him of the consequences if he continues to exhibit unacceptable behavior. Have this discussion outside of class during break time.
4. When talking to Billy, remember to focus on his behavior not his personality. Be firm and implement the rules, so he realizes that there are consequences to his actions.
5. Try to utilize his strengths as an advanced learner. Ask him to assist you in teaching a lesson. The goal is to redirect his energy to help others and feel proud about being given a leadership role.
6. Differentiate the class tasks so that they adequately challenge his ability. They should be tailored slightly above his current level. By giving Billy tasks that meet his language level, he will not feel as bored with the material and prone to distracting others.
7. Try to learn more about the student and his or her family situation. Sometimes a difficult relationship at home or school causes the student to act out during class. Learning more about a student’s background can help the ETA develop better solutions to behavior problems.
8. Intervene the situation immediately. Remove the student from his seat when he starts to misbehave. Arrange a quiet corner and have him sit there and write why he has been removed from his regular seat. He can also write an action plan to correct his misbehavior. If the problems persist, consider speaking with the homeroom teacher, the principal, or the dean of the school. They may be able to speak with the student (and communicate more effectively in Chinese) in order to prevent the problem from becoming more serious.
9. Discuss the problem with the ETA program administrators, Advisors, and Professors. They can be a good resource, as they can draw on experiences of helping past ETAs solve similar problems.

[Pick the date]

Case 21: Cheating during a Test

When left alone to proctor the English tests, this ETA is concerned that his students are cheating. He is not sure about how to handle the situation, especially since he is alone in the classroom.

Last week was an important testing week at my school. All of the teachers looked very serious and stern. In the classroom, most of the teaching activities were meant to prepare the students for their tests. In my 6th grade English class, my co-teacher and I did the same by focusing more on the textbook content and less on games and activities. Furthermore, the students were given more homework than usual to prepare for the tests. Everyone had been working very hard to prepare for the tests.

On the day of the test for my English class, my LET brought in the examination papers and distributed one to each student. She announced to the class that they had 40 minutes to finish it and neither dictionary nor textbook was allowed. Then, she told me that she had a short meeting to attend and asked me to proctor the test until she came back.

As soon as the test began, most students were busy writing and a few were sitting there doodling. Since my co-teacher asked me not to interfere with the students, I left the doodlers alone. The room had been quiet since the test began. Then I heard some chairs moving. When I turned my head, I saw Jason and Emily exchanging some papers under their desks. I walked over and quietly asked them to hand me the papers. They refused! I told them to stop what they were doing and moved Emily to a different desk in the back of the room. I wanted to avoid distracting the other students so I tried to do this as quietly as possible.

Then, when I walked to the front of the classroom, I noticed that another student, Amy, repeatedly lifted up her sleeve under the desk while completing the test. I suspected that there might be cheating going on, but I hesitated to take action. I was concerned about being a male ETA alone in the classroom without an LET. *What should I have said to Amy? Should I report what happened to my LET when she comes back? What would be the consequences for students caught cheating on their test?*

Discussion Questions:

1. Do you think the students were cheating? Why or why not?
2. What would you do if you were in this situation?
3. Did the ETA do the right thing by moving Emily to a different desk?
4. Do you think the ETA should have talked to Amy about his suspicions?
5. Should the ETA tell his LET what happened?

[Pick the date]

6. Is it okay for the LET to leave the room when the class has a test? Why or why?

[Pick the date]

Suggested Strategies:

1. Before the test, the ETA and LET can talk to the students about the consequences of cheating. They can also tell the students what types of behaviors to avoid in order to avoid being accused of cheating.
2. Check school policy on cheating and remind students of the school policy and consequences.
3. The ETA should ask the LET to stay in the room during the testing time
4. When the test is over, the ETA could ask his LET to check Amy's sleeve and ask Jason and Emily about what they exchanged during the testing time.
5. If possible, shuffle the test items, so they are not in the same sequence. Or create two sets of test materials.

[Pick the date]

Case 22: Basketballs, Box-cutters, and BB Guns

Many of the safety standards of the elementary schools at which Samantha is working are far different from what she is accustomed to in the U.S. At times she feels uncomfortable watching the students participate in seemingly unsafe activities. However, she does not want to overstep her authority by implementing new rules. How can she address her safety concerns with the students and the colleagues she works with?

Throughout her year of teaching in Taiwan, Samantha has often found herself asking the question, “Is *that* allowed?” Students of all ages carry box-cutters, they play dodge-ball with basketballs (and head-shots are allowed), and on a field trip students bought and were playing with BB guns in front of the teachers.

Samantha tries to explain her safety concerns to her LETs, but they are often dismissed with a laugh and a non-assuring, “Oh, it's OK...don't worry!” Among other things, Samantha is concerned that she will not know when to draw the line in regard to acceptable behavior and appropriate “toys.” Furthermore, she does not want to stand by idly while a student violates school policy, or worse, is seriously injured. She also does not want to send the students conflicting messages by telling them something is not allowed, when it really is. Despite trying to get a clear understanding of what is, and is not allowed at the school, she still has not been given a straightforward answer.

During her breaks, Samantha often spends time with the students around school. Sometimes she goes to PE and art classes with them. It is easier for her to relax with the students when in another teacher's classroom because she believes that the teacher in charge will manage the students' behavior. Even so, it is sometimes hard for Samantha to watch second graders carelessly waving their box-cutters about in art class, or fifth graders ruthlessly pegging a defenseless classmate in the head with a basketball during dodge-ball, or fourth graders firing their recently acquired BB Guns at other students' feet while the teachers watch passively. In addition to not having a complete understanding of the school safety policy, many of the things that are permitted in this elementary school are in contrast to the standard policies for working with children in the U.S. Of course, the safety policies have been ingrained in Samantha after years of working with children. As a result, Samantha often has to suppress her instinct to intervene with the children in Taiwan.

As a compromise, Samantha asks students not to play with box-cutters in her classroom. If they break this rule, Samantha collects the box-cutter and returns it after class is finished. Samantha maintains the same rule for any toys or games that the students try to play with during class

[Pick the date]

One day, a student approached Samantha with a BB gun. Samantha asked him to give it to her. “No!” shouted the student. “How come I have to give it to you when I can play with it in other classes? You are not my homeroom teacher!” Samantha knew she needed to react quickly to the student’s remarks in order to maintain some sense of authority and respect as a teacher. What should she say and do now?

Discussion Questions:

1. What are the issues in this case?
2. Do you think it is okay to play BB Guns and box-cutters in class? Why? Why not?
3. Do you think it’s a good idea for Samantha to bring her concerns to the LETs and school administrators? Why? Or why not?
4. What strategies could Samantha use in order to be more comfortable with the items and behaviors allowed in this school?
5. How can Samantha gain a better understanding of the school safety policy?
6. How can Samantha gain a better understanding of her ability to enforce rules?

[Pick the date]

Suggested Strategies:

1. Samantha can involve students in the decision making process when setting up the class rules and policy
2. Samantha can lead discussions about box-cutter and BB gun safety.
3. Samantha can have a meeting with the school administrators in order to learn more about school safety policy.
4. Samantha can communicate her concerns with her co-teachers, HRTs, and school administrators. She can ask these people to support the rules that she sets in her own classroom.
5. Samantha should learn about emergency procedures if a student does get injured during school. She should know where the first aid kits are and what supplies are included. She should also know who the school nurse is or the local care provider.
6. Samantha can ask ETAs from other schools if they are aware of similar behaviors and weapons are common throughout the community she teaches in.
7. Samantha can ask for advice on how to handle this situation from Fulbright Advisor, Professors, or local coordinator.

[Pick the date]

Case 23: Bruises on the Arm

Fanny has seen bruises on her students' arms on several occasions. She suspects that the bruises may be the result of abuse. What can she do to protect her students?

Fanny, who is an ETA, and Ms. Chang, the LET, co-teach a class of twenty-five students. Fanny has seen bruises on three different students. All three students have their bruises on the same location on their arms. In addition, one of those students has fingernail imprints next to the bruises on his arm. All three students have caused disciplinary problems in English class for insulting other students and throwing items across the classroom.

Fanny believes that the bruises are suspicious and tells Ms. Chang about her concerns. However, Ms. Chang does not take the matter as seriously as Fanny had expected she would. Fanny assumed that there would be an immediate investigation into the suspicious bruises, but no action was taken.

Ms. Chang is unsure of what to do since she believes nothing will happen unless the family brings this issue to the attention of the school. If she, herself, brings this to the attention of the family, they may think that she is trying to blame them for domestic violence. If she brings this to the attention of the school, fellow teachers may believe that Ms. Chang blaming them for physically disciplining the students. Since Ms. Chang does not know who or what is causing the bruises, she prefers to avoid involvement in the situation until more information is learned.

It is possible that the bruises could also be a result of fighting between the students. The three students continue to cause disciplinary problems in English class, especially toward their classmates. Also, these behavioral problems have been occurring more frequently as the school year progresses. Fanny is so confused about this situation. She cares for all of the students, even those who do not behave well. She never wants to see them physically harmed.

Should Fanny further pursue the matter? What should she do?

Discussion Questions:

1. Who should Fanny and Ms. Chang consult about this matter?
2. Should they report it to the homeroom teacher? Why or why not?
3. Is it appropriate to talk directly to the students? If so, what is an appropriate way to discuss this situation with the students?
4. How can the co-teachers distinguish if a child is possibly lying about physical abuse?
5. What role does culture and saving face have in this scenario? Should LETs and ETAs be cautious about how they proceed in order to be sensitive about saving face?

[Pick the date]

Suggested Strategies:

1. Fanny and Ms. Chang need to work together. Prior to involving other authorities or families, they need to have a plan or outcome in mind before impulsively taking action.
2. Report it to the local Fulbright advisor and Fulbright professor and get their advice. They may be more resourceful and have more authority to address the matter.
3. Fanny and Ms. Chang can ask the students separately what caused their bruises. If two or three of them have the same answer, they are most likely telling the truth about the cause of the bruises. The information will help Fanny and Ms. Chang prepare for the next step. During these discussions, Fanny should be sure to have a native Chinese speaker available to avoid misinterpretation of such sensitive topic.
4. Fanny and Ms. Chang can carefully observe these three students throughout the day in order to understand where these bruises came from. These teachers should also carefully observe other students' arms to see if others have bruises. If there is an issue of abuse, Fanny and Ms. Chang should monitor all students' physical health as carefully as possible.
5. With the approval of Ms. Chang, Fanny could bring it to the attention of the homeroom teacher in order to see what suggestions he may have to address the issue.
6. Fanny and Ms. Chang can discuss their concerns with the school administration. If they are very concerned, they might recommend that the school investigates the matter further. During the meeting, it is important for Fanny and Ms. Chang to state that an investigation is for the protection of student safety and the school reputation.
7. Ms. Chang could bring it to the attention of the police. In doing so, she should state that she does not have enough information to correctly state that the bruises are the result of physical harm by another individual. They can request that they investigate further.

[Pick the date]

Theme Five: Challenges of Diversity and Disability

Case 24: Teaching Diversity

Amy is an ETA and Susan is an LET. They are co-teaching three fourth-grade classes in a public elementary school. Amy was asked to teach her students about diversity, an important topic in American culture. She is excited for her students to learn more about diversity, but she is not sure how to plan her lessons. Susan offered one idea, but Amy is afraid that it might create problems amongst their own students. She doesn't have any other ideas, so what should she do?

Co-teaching between Amy and Susan progressed smoothly during the first month. They spent a lot of time introducing Amy to the students using PowerPoint presentations and they even had a Skype call session to meet and talk to her American friend. Amy and Susan taught this information in addition to the lessons in the textbook. They felt that both educational aspects and activities were important because one of the goals of the Fulbright co-teaching program is to introduce American culture to Taiwanese elementary school students.

During the lesson planning session for the second month, Susan expressed that she wanted Amy to teach about diversity since it is such an important part of American culture. Coincidentally, the upcoming lesson in the textbook was about how to describe characteristics of others, such as "*What does he/she look like?*" Susan asked if Amy could cover both topics. Amy agreed to teach both, but when they began plan, neither had any implementable ideas. Amy was concerned about singling students out based on their appearances. However, Susan suggested an idea that did just that. Susan's suggestion was to randomly give out cards to the students with words such as "fat," "skinny," "dark," and "light." They would then need to find a partner holding an opposite card, and each pair would come to the front of the classroom and present a dialogue to the class describing their partner. Amy did not like this idea and was afraid that some students would be laughed at when described as "fat" or "dark."

Nevertheless, Amy did not have any other ideas for games to implement in order to teach both topics. She already showed photos of her friends back in the United States who each exhibit diversity. One of her American friends on Skype who spoke to the class is Asian-American as well. However, Amy does not feel that those instances could adequately demonstrate the diversity in the United States. She planned to teach another lesson on different ethnic groups in America, but did not agree with Susan's idea of focusing on physical appearances. Furthermore, Amy is afraid of expressing her doubts about Susan's game idea. Amy fears that Susan would feel undermined and not valued as a teacher if Amy rejects Susan's idea. Until this lesson on diversity, Susan has been suggesting all of the ideas for lesson plans and Amy has agreed with everything until now. *How should they proceed with this lesson on diversity?*

[Pick the date]

Discussion Questions:

1. How else can Amy and Susan teach the textbook unit on describing others while also teaching about diversity in America?
2. How can Amy and Susan access new ideas for lesson planning?
3. How can Amy express herself and contribute to the lesson planning process while also being respectful of Susan's idea? What should Amy say to Susan?

[Pick the date]

Suggested Strategies:

1. Amy should talk with Susan about how she feels about the lesson and ask if they can brainstorm new ideas together. During the lesson planning, Amy could share with Susan the connotation of “fat” and “dark” in English. She could also share her concerns of labeling students. It’s important that Amy use “I” statement when sharing her concerns. For example, she can use statements such as, “I have a sister who is overweight and she doesn’t like to be called ‘fat’. It was especially hard for a young girl in the fourth grade.”
2. Talk with the Fulbright Advisors, local professors, the ETA program coordinator, or other ETAs in order to get ideas on how to teach diversity. Many ETAs have taught about diversity and would be willing to share past lessons and materials.
3. Amy can find hundreds of lessons and ideas online on how to introduce diversity to elementary school children. She should be able to come to her lesson planning sessions with her LET with new ideas to propose.
4. Amy can suggest that instead of using students and humans as examples, they can find pictures of cartoon characters or animals to illustrate some of these adjectives. This way, the students will be able to learn the vocabulary and sentence patterns without their feelings getting hurt.

[Pick the date]

Case 25: Hear Me.

After a few teaching sessions, this ETA discovered that she has a total of four hearing-impaired students in her classes. Since these students are not receiving any extra support in the English classroom she fears that they are not learning any English. How can she adapt her lessons to meet their needs? How can she make English comprehensible and enjoyable for these students?

I was thrilled to be given the opportunity to meet all of the students at my very large elementary school. With over 1,000 students, it was impossible for me to regularly teach every student. Instead, the school administration created a schedule for me to teach each class as a visiting co-teacher for rotating three-week sessions. During these visiting sessions, I would play games, organize activities for the students, and share information about American culture.

Overall, the rotating schedule was quite enjoyable; the students and co-teachers seemed to like the collaboration. One day when I was playing a game with a 5th grade class, I called on a boy in the back of the classroom to participate in a spelling race. As soon as I pointed to him the other students began to shake their heads no and cover their ears with their hands. Even though this was my second time co-teaching in this particular 5th grade classroom, I had yet to notice that one of my students was deaf. Also, none of the teachers had notified me that the student was hearing impaired. Until that point, many teachers had been quick to point out students with behavioral issues because they might disrupt the class or lose focus. However, I had no idea about this student's *hidden* disability. For the next week I tried to create games that involved reading and writing skills in addition to the listening and speaking skills, which are commonly practiced. I wanted to give this student an opportunity to participate.

Soon I moved on to co-teaching with another English instructor and I faced a similar situation. A week after I began co-teaching in that particular classroom, I discovered that three students were hearing impaired. This became obvious when they were not able to participate in the listening and speaking game. I noticed that the hearing impaired students typically spent the majority of English class in the back of the classroom copying down vocabulary and phrases rather than playing games and enjoying activities with the other students. This is not the fault of my co-teachers; they have hundreds of students to take care of and a lot of pressure to improve speaking and listening proficiency. I'm sure the hearing impaired students were able to occasionally participate in activities, but for the most part it would be impossible to center every lesson plan on one student's disability.

I now know that there are a total of four hearing impaired students at my school. Since they do not have any special learning accommodations, they are only getting a portion of the

[Pick the date]

English instruction that their peers were receiving. I can't imagine these students feeling particularly excited about a class in which they are separated from the others and given busy work. *I want to make English an enjoyable and worthwhile subject for these students, but how can I do that without overstepping my boundaries in the classroom and limiting the other students? How can I give these students an English voice?*

Discussion Questions:

1. What challenges do LETs and ETAs face when teaching a class that includes students with disabilities?
2. How much attention should teachers devote to special needs students? How much should these students affect lesson planning? Compared to the LET, should ETAs devote more time to disabled students?
3. How does a teacher both accommodate disabled students and maintain a challenging learning level for the classroom as a whole?
4. How can ETAs and LETs communicate and plan effectively for teaching students with special needs?
5. How do you motivate ESL students with disabilities? What are some examples of ESL goals for a hearing impaired student?
6. How can you communicate with these students and develop an impacting student – teacher relationship?

[Pick the date]

Suggested Strategies:

1. Form an extracurricular club or offer one-on-one tutoring sessions for hearing impaired students. Teach the students the ASL (American Sign Language) alphabet as well as reinforce the TSL (Taiwanese Sign Language) signs that the students learn in their specialty class. Once the students understand the ASL alphabet, begin to play spelling and reading games using the letter signs, incorporate the students' knowledge into the regular classroom.
2. In the regular classroom setting, try to teach some TSL (Taiwanese Sign Language) signs with each lessons' vocabulary words. Use these signs so the hearing impaired students can still participate in the verbal portion of games and activities. If you are not able to learn all of the signs, perhaps you and your co-teacher can each learn a few and take turns introducing them to the students.
3. Develop alternative ways to communicate with the students. Give them whiteboards to write vocabulary words on, so that they can still participate their answers in class.
4. Move the students closer to the front of the room. This will allow them the opportunity to lip read and understand what the teachers are saying.
5. Pair up hearing impaired students with higher level students during English class who can help convey any directions or explanations that may not have been clearly explained for hearing impaired students.
6. When lesson planning, discuss with the LET whether or not every student will be able to participate in the planned games and activities. If the answer is no, alter the plan until everyone has as close to an equal opportunity as possible.

[Pick the date]

Case 26: Why Won't They Sit Next to Her?

Rick is concerned that a girl in his class is not receiving adequate care at home. However, he does not understand the role a teacher should play in a student's family life. To make things worse, the other children bully this student because of her unfortunate circumstances. Rick must come up with a way to address both issues without overstepping his authority.

Rick thoroughly enjoyed working at Wuling Elementary school, which is located in a rural area of Taiwan. Rick taught grades 1-6, and was impressed by the students' motivation to learn English. Unfortunately, due to the rural location of the school, many of Rick's students lived in relative poverty. This was a fact that Rick had to accept. Despite this reality, Rick was especially concerned for a girl in one of his 5th grade classes who was perpetually sick. Rick asked his co-teacher what the cause of the sickness was. Rick's co-teacher explained that Emily's parents had both left and that her grandmother was her primary caregiver. He proceeded to tell Rick that in his opinion, Emily wasn't getting the proper care that she needed at home. Given the rural nature of the school, it was not uncommon for students to have a difficult home life. While this was considered somewhat "normal", Rick still couldn't get past the fact that Emily was always sick.

In class, the other students moved their desks away from Emily's in an effort to avoid getting sick. Rick saw how the act of moving their desks created a physical and emotional divide between Emily and the rest of the class. Even when she wasn't sick, the students were reminded that she was the "sick girl" by virtue of the desk arrangement. Some of the more aggressive students took to calling Emily names and making fun of her for wearing dirty clothes or for not feeling well. The bullying continued to progress throughout the year.

Since Rick only saw Emily's class once a week, it was hard for him to accurately gauge the situation. He tried to ask his co-teacher what could be done; however, he told Rick that other school faculty were aware of the situation and dedicating efforts to help. Despite these assurances, Rick wasn't entirely convinced of their efforts and decided to do something on his own. One day, Rick wondered if he, as a teacher, had an obligation to intervene in a student's family life. However, he couldn't accurately define the responsibilities or the boundaries placed on a teacher when it came to intervention policy. Resigned to the fact that it probably wouldn't be appropriate, or even feasible to call and communicate with Emily's grandmother, Rick took a different approach. He started to call on Emily more often during class, to talk to her more outside of class, and to give her a high five at every possible occasion. Rick hoped that these interactions would show the other kids that there was nothing to be afraid of with Emily. This seemed to quell the bullying during the brief times that Rick was present, but he was unsure if his actions would have a long term effect. On one hand, Rick was happy that he

[Pick the date]

had helped to stop some of the bullying. On the other hand, Rick kept thinking about his responsibility as a teacher and about what else he could do to help Emily.

Discussion Questions:

1. Do ETAs have a responsibility or the authority to intervene in a student's family life?
2. What are a few effective ways to mitigate bullying?
3. How can you dispel stereotypes or preconceived notions about a student?
4. Do the LET and the ETA have different responsibilities in a case such as this? If yes, then how so and why?
5. Who should Rick have reached out to for help in this situation? Fulbright? The school administration? Or should he have continued to question his co-teacher and make strides on his own?

[Pick the date]

Suggested Strategies:

1. Rick could create a lesson on the effects of bullying. After the lesson, Rick could ask the students to create anti-bullying drawings or paintings, and they could paste them up all over the room as constant reminders. Additionally, Rick's co-teacher could create an awareness information sheet, and then ask all of the students to bring it home to their parents so they can discuss it as a family.
2. Rick could attempt to address the bullying problem by speaking to some of Emily's more aggressive peers. This could provide a solution to the bullying problem while allowing Emily to avoid an awkward interaction with her bullies. This strategy would cause minimal disruption, and could result in a significant improvement in how Emily is treated at school.
3. Rick could encourage his co-teacher to involve the administration. It is possible that a person working at Wuling Elementary school knows Emily's grandmother. This would allow for a more natural conversation between the school and Emily's grandmother. Another non-confrontational way to approach Emily's grandmother would be via the school nurse. The nurse could call or visit Emily's home citing concern for her general health.
4. Rick could encourage his co-teacher to ask the school to provide medical care for Emily. If it is determined that Emily is not actually receiving sufficient medical care at home, then the school could offer to provide a doctor for her.

[Pick the date]

Case 27: Girls Can Do That Too!

Marie's LET, Ms. Lin, often makes comments in class that reinforce gender stereotypes. Marie is uncomfortable about the students internalizing these comments. She wants to talk to Ms. Lin, but isn't sure of how to express her discomfort. .

During a fourth grade lesson on possible weekend activities, Marie asked her students to volunteer ideas to fill in the sentence pattern, "He/she _____ on Saturdays."

"He goes to the movies on Saturdays."

"He goes shopping on Saturdays."

"She goes fishing on Saturdays."

"Ehh?" Marie's LET, Ms. Lin, interjected. "*She* is for girls. Girls don't go fishing."

"Of course they can! *I've* been fishing before," Marie exclaimed.

There was an awkward pause. Immediately, Marie felt bad for correcting Ms. Lin in front of the class. She had been so upset by her LET's statement that she spoke without thinking first. "...Okay. She goes *fishing* on Saturdays," Ms. Lin said and continued on with the lesson.

After class, Ms. Lin said that she had never heard of a girl going fishing before. Marie tried to explain that she didn't want to tell girls at such a young age what they could and could not do. Ms. Lin said that she understood and would try to keep that in mind for future reference. Marie felt that her LET genuinely cared and understood, but ingrained gender biases do not go away as a result of one conversation.

One month later, Marie and Ms. Lin were in the theater rehearsing songs for English week performances with the same class of fourth graders. Ms. Lin told the students that the boys needed to wear dark pants and the girls needed to wear dark skirts. Martha, one of the girls exclaimed, "But I don't like wearing skirts!" Ms. Lin ignored Martha and reiterated that girls would have to wear skirts.

After class, Marie approached her Ms. Lin. She said that she didn't see anything wrong with girls wearing pants, as long as they were darkly colored. Ms. Lin responded with, "It shouldn't be a problem because the girls like getting dressed up and wearing pretty skirts."

"I don't think all girls do. I don't want to force them," Marie said. She was reluctant to use the obvious trump card: Martha was clearly unhappy about wearing a skirt.

"Hmm," was Ms. Lin's only response before changing the subject.

At the next rehearsal, Ms. Lin told the students that girls were allowed to wear dark colored pants for the performance. Martha and a few of the other girls were visibly elated. After class, Ms. Lin told Marie that some of the girls didn't have skirts so they had to let them wear pants. Though Marie was glad that the girls would be allowed to dress according to their own personal preference, she felt uncomfortable with the resolution. She has noticed many

[Pick the date]

other examples of enforced gender normativity at her school and worries that these incidents will keep occurring, along with more pervasive unspoken enforcement of gender norms.

Discussion Questions:

1. Should Marie approach Ms. Lin to discuss her discomfort regarding some of the gender-based statements she has made? If so, how should she explain her views?
2. What are some of the potential consequences of undermining the LET in front of the class? When is undermining an LET in front of the class worth the potential negative consequences?
3. Marie is used to having discussions about gender. In these discussions it is normal for her to use specific sociological language and terminology. How should she share her views with her LET and other teachers at her school without using such complex language?
4. Marie is trying to insert her own cultural values into an established school culture and challenging some general Taiwanese cultural values. As an outsider in some ways, what precautions should she take in approaching this situation?

[Pick the date]

Suggested Strategies:

1. Talk to your LET outside the classroom. Explain how a lot of things you see around the school make you uncomfortable because they reinforce gender stereotypes, both male and female. Make it clear that you are not judging the culture, but want to share your own viewpoints with her.
2. Be a role model to the students in how you answer questions and present material. Use both “he” and “she” when giving examples of sentences in the third person.
3. Make an effort in selecting examples and activities to break the stereotype when planning lessons with your LETs.
4. Prior to inserting your own cultural values, try to understand the host culture to a greater extent. Understand when it is appropriate to pursue your own culturally-ingrained beliefs and when it is not.

[Pick the date]

Case 28: Should I Leave Her Alone?

I am having a great experience co-teaching with Mrs. Tan so far this year. I have learned a lot about differentiated instruction and working with students with special needs. However, there is one student, who is not required to participate because she is not expected to live much longer. How can I encourage her to participate while providing the most support possible?

Throughout the semester, I have noticed that most students participate actively, except for one female student. When I asked Mrs. Tan why the girl does not participate, she said that she has a special medical condition and is not expected to live much longer. After she mentioned that, I noticed how the student talks very slowly and looks tired most of time.

Mrs. Tan and I have made many preparations for multi-level classrooms and for students with special needs. I have learned a lot about how to meet the needs of diverse learners. However, we have not yet discussed how to handle this particular student's situation.

According to Mrs. Tan, many teachers at the school give special attention to the student. They require her to attend classes for students with developmental disabilities. Some teachers try not to call on her in class in order to avoid giving her too much pressure. However, some teachers do not give any special attention or privilege to her. They hold the same standard for classroom participation and assignments as they do for other students.

I asked Mrs. Tan how we should treat this student. Her belief was that since this girl was not expected to live much longer, we should not ask too much of her. Consequently, Mrs. Tan never calls on her in class, never requires her to actively participate in classroom activities, nor does she critically check the girl's homework. As a result, the student is not engaged throughout the class period. I think that the student feels left out. Even if she has low energy, she might still want to participate in some activities.

What should I do? I feel really challenged because I do not know how I should perceive this situation. As a foreigner, I am not accustomed to culturally appropriate attitude and behavior. *To what extent can I handle this situation as someone from a different country? To what extent should I share my teaching values to Mrs. Tan that I'd like to get her engaged in class activities? How do I treat this situation sensitively so that Mrs. Tan and I use classroom time effectively and also make the student feel being included?*

[Pick the date]

Discussion Questions:

1. How would you feel if you were the ETA in this situation?
2. How would you discuss this situation with Mrs. Tan?
3. What problems might teachers encounter when discussing the medical conditions of their students?
4. Does being a teacher from a different country have any relevance to this situation? If so, in what ways?
5. Is it a problem that the girl is not engaged during the class periods?
6. In what other ways can this girl participate without it draining too much of her energy?
7. How would you feel about the treatment of this girl if you were her classmate?
8. If you were this girl, how would you want to be treated?

[Pick the date]

Suggested Strategies:

1. Critical medical conditions and death are perceived and dealt with very differently in different cultures. It would be wise to get as much information from Mrs. Tan about culturally appropriate ways to talk to and interact with this girl. Your expectations of her in the classroom should be adjusted to reflect those of other teachers in the school.
2. Ask Mrs. Tan why different teachers treat the student differently. Ask whether or not the school has any policy regarding how everyone should treat her in the classroom.
3. Seek to listen more than speak. Sharing your values without understanding the other party could make you seem ethnocentric.
4. Spend time with the girl and try to interact with her if possible. Assess to what extent you think she can be involved in the classroom. There might be activities for her to participate in without taking too much of her energy.

[Pick the date]

Theme Six:

Managing Life and Work Relations with Other ETAs, LETs, and other Professionals

[Pick the date]

Case 29: Too Many Tasks, Too Little Time

Miss Cheerful maintains a busy schedule as an ETA to three teachers in two different elementary schools. She frequently runs from her teaching assignments to Fulbright workshops, Chinese class, the gym, and either lunch or dinner with her new Taiwanese friends or her host family. She must also balance these activities with lesson planning, grocery shopping, doing laundry, cooking and cleaning, and staying in touch with family and friends in the U.S. It is easy to see how some days can become a bit overwhelming. Miss Cheerful sometimes struggles with prioritization and knows she needs to address her time management issues. She wonders how she can start to improve these areas of her life.

Miss Cheerful felt honored and excited to have received a Fulbright scholarship to co-teach English in Taiwan. She knew it would be a challenge as she had never taken education courses during her undergraduate studies. However, she believed her volunteer experience teaching English to refugees as well as her knowledge of Chinese would serve her well. She also looked forward to the opportunity to immerse herself in Taiwanese culture as time permitted. Going into the service year, Miss Cheerful knew that her first priority was to be the best possible ETA she could be. Her goal was to represent the U.S. in a positive manner. She wanted to make the Fulbright program proud of her service.

It has been a few months since Miss Cheerful has arrived in Taiwan and her experience so far has been enjoyable. She works hard with her co-teachers to come up with fun and interesting lesson plans for their students. Additionally, she teaches English dialogues to the faculty at one of her schools one morning a week and spends time after lunch every day with her students so they can practice English.

Outside of school, Miss Cheerful attends the bi-weekly Fulbright workshops, composes weekly reflection reports, and attends Chinese language class twice a week. She also enjoys visiting the gym regularly in order to stay fit and to socialize with local citizens. Additionally, Miss Cheerful has made Taiwanese friends with whom she enjoys shopping, eating out, and attending concerts. She also makes time to visit and participate in activities with her host family. She is reluctant to say “no” to any request or invitation for her company, but sometimes it appears that Miss Cheerful doesn’t recognize how full her schedule is. .

Wednesdays can be an especially busy day of the week for Miss Cheerful. She starts her day reading stories to first and second graders prior to the start of school. She enjoys introducing these younger students to the English language. She then teaches four classes from 8 a.m. until noon. Every other Wednesday, Miss Cheerful attends a Fulbright workshop from 2 p.m. until 4 p.m. On workshop days, she rushes to a two-hour Chinese class at 5 p.m. and then attends a scheduled training session at the gym at 9 p.m.

[Pick the date]

Recently, Miss Cheerful's host family asked if they could pick her up from Chinese class to take her to dinner. She was really excited to spend time with them. However, on the same day, her trainer called to change the workout session from 9 p.m. to 4 p.m. *How could she possibly juggle all of these activities?*

Miss Cheerful's mind immediately started racing and her stomach was doing flip-flops. *When would I eat? When would I change my clothes? Should I cancel the training session because it would be rude to leave the Fulbright workshop early and it would be a waste of money to arrive at the training session late? Moreover, do I want to go to Chinese class smelling like the gym? And, would I have time to shower before going out to eat with my host family? If my host family picks me up, what should I do with my scooter? Would it be okay, if I ask my host family for a rain check on dinner?* She did not want to offend them. *Why does everything seem to happen on Wednesday?*

After reviewing all of her options, Miss Cheerful decided to call her trainer and reschedule her workout session. On her way to the workshop, she kept asking herself: *Did I make the right decision to cancel the training session? Should I have skipped my Chinese class and gone to the gym instead? Should I have thanked my host family for the invitation, but told them I was too busy for dinner tonight? How can I better manage my busy schedule?*

Discussion Questions:

1. How should Miss Cheerful prioritize her daily and weekly activities? For example, how important is attending Chinese class as compared with fitting in a session at the gym?
2. What characteristics of Miss Cheerful's attitude and behavior caused her to react the way she did on that particular Wednesday?
3. How important is it to make time for oneself despite work and social obligations?
4. Do you think Miss Cheerful's host family would have been offended if she had rescheduled their dinner with her? Why or why not?
5. Is it possible for your priorities to shift over time? How often should you revisit and reevaluate your priorities?
6. How can you make sure that you are living a healthy and balanced life during your service year?

[Pick the date]

Suggested Strategies:

1. Miss Cheerful should occasionally step back and evaluate the obligations and activities that fill a typical week for her. During this time she can make adjustments to her schedule in order to make it more balanced.
2. Miss Cheerful needs to prioritize her obligations and activities. Which of her activities are most important? Which must be completed first for work and then for pleasure? Additionally, she can create daily “to do” lists so that no important obligations or activities fail to get completed.
3. Everything Miss Cheerful does and needs to do should be written down and monitored. This will allow her to evaluate her daily, weekly, and monthly activities to see if her schedule can be altered.
4. One solution to “overbooking” might be to develop and plan “blocks of time” for work-related obligations, Chinese language study, gym time, and socializing with friends. Other free blocks can be used to unwind, relax, and reflect.
5. Miss Cheerful can use applications like Google Calendar, which can help her to visualize her schedule and where she may have too much or too little available time. She can also give a copy of her calendar to her host family so that they are more aware of when she has time to meet with them.
6. Miss Cheerful can evaluate whether or not she spends a lot of time on wasteful activities (perhaps too much time on the internet). If so, she can try to have more self-discipline and limit her time spent on them.
7. Miss Cheerful must build in “me time” along with her obligation to Fulbright. She does not have to say “yes” to every dinner invitation.
8. On a very busy day such as the one in the afore-described scenario, Miss Cheerful must be willing to be flexible. She should allow herself to do what is best for her whether it be go to Chinese class that day, go to the gym, or go to dinner with her host family. She must give herself permission to pick and choose her activities after she has met her Fulbright obligations.

[Pick the date]

Case 30: Helping Out

Martin has noticed that one of his co-teachers, Kyle, who is also an administrator at the school ambitiously takes on projects that are not directly related to the class work. He often passes some of his work off onto Martin and other teachers. Martin feels that he is being used by Kyle inappropriately. Martin is unhappy about this, but he doesn't know what to do since he doesn't want to jeopardize their relationship.

Martin has had a very good relationship with his co-teacher, Kyle, who is also an administrator at the school. Kyle is very passionate and ambitious. He frequently takes on projects that are not directly related to the English class work. When he gets too busy to complete his tasks, he will pass his work off onto Martin and other teachers. In the beginning of the year, Kyle would ask Martin for small favors every few days. He would ask Martin to help translate a letter or to edit messages to other teachers and colleagues. These tasks did not take more than a few minutes, which did not trouble Martin. Actually, Martin was happy that he was able to help Kyle in these little ways.

As the year progressed, Martin began to notice Kyle using his and other teachers' valuable class and meeting time to work on his projects. Because of Kyle's administrative position at the school, most teachers feel uncomfortable saying, "no" when he asks for these favors. Martin especially feels that way because Kyle is one of the only English speaking teachers at the school. If their relationship becomes damaged, Martin would have very few people to communicate with.

Kyle often introduces his requests by complaining about how busy and overworked he is. Martin sympathizes with this sentiment, and often gives in to helping Kyle. Over time, the tasks given to him have become more demanding and time consuming. Kyle now regularly requests that Martin complete tasks such as: transcribing letters, turning bulleted notes into compositions, inputting data, filling out observation forms, and essentially re-writing entire papers. At times, it seems unclear to Martin what Kyle is actually doing for the projects. Martin feels like he is doing the majority of the work without even understanding the purpose of the tasks. Martin feels as though he has little room to object to Kyle because of his administrative status. He also fears jeopardizing their working relationship.

Martin has tried to respectfully reject Kyle's requests by saying that he is too busy at the moment with grading papers, or with some other school-related tasks. However, Kyle urges Martin not to worry about that work because he can ask another teacher at the school for help with completing those tasks. Kyle insists that Martin's native English abilities are more valuable to Kyle for his own work. He often emphasizes that Martin should help because, "We are co-workers, *right?*"

[Pick the date]

As this trend continues, Martin begins to distance himself from Kyle. He becomes apathetic towards Kyle and the work (both required and extraneous) that is requested of him. Martin only initiates conversation with Kyle when it is absolutely necessary. Martin concludes that he is only working in the school for one year, so he will just deal with this uncomfortable situation.

How could Martin effectively communicate to Kyle that he is not willing to do all this work for Kyle without jeopardizing their relationship? Or should he mention that to Kyle?

Discussion Questions:

1. If you were Martin, what would you do in this situation?
2. Should Martin help Kyle? Why? Or why not?
3. Can Kyle ask his ETA to help with such tasks? Why or why not?
4. Since Martin feels as though he is being used, what could he do to change the situation? How could he set limits or let Kyle know that he is not willing to help out any more without jeopardizing their relationship?
5. How could delegating his own class-related tasks to other teachers affect his understanding of and relationships with his own classes?

[Pick the date]

Suggested Strategies:

1. Martin could have a calm and mature discussion with Kyle. He could first tell Kyle how important their relationship is and that he is valued as an LET and school administrator. Martin could then state that he is willing to help when possible, but the top priority tasks are those related to being an ETA.
2. Martin could consult with the local coordinator, professors, and Fulbright Advisors for their opinions and alternative strategies. Discussing the issue with a variety of people may provide Martin with a new perspective on the situation.
3. If Martin is not comfortable or not successful in having a conversation with Kyle, the Professors and/or Advisors can address this issue during the post-observation conference. They can remind Kyle of Martin's required tasks and acceptable workload.
4. Martin can create a schedule and share this with Kyle. This schedule can show available time slots when he is not lesson planning, teaching or completing other school related tasks. Martin can indicate the times he is available to help Kyle and he can accept tasks that can be accomplished during those times. Often having a visual schedule with free time highlighted can make an abstract concept more tangible. If Kyle sees how busy Martin is, he may limit the number of favors he asks for in the future.

[Pick the date]

Case 31: Homework Dilemma- Working with Homeroom Teachers

Ms. Tsai and Ms. Roberts are co-teaching three different fifth grade English classes. One of the classes consistently fails to complete their homework and the co-teachers believe that the homeroom teacher is to blame. It seems like the homeroom teacher, Mr. Li does not want the students to spend any time on English homework either during or after school.

Mr. Li is the homeroom teacher of one of three fifth grade classes in a public elementary school in a big city in Taiwan. There are 29 students in his class. Ms. Tsai, an LET, and Ms. Roberts, an ETA, co-teach at the same school as Mr. Li. They also teach one of the classes of which he is the homeroom teacher.

Since the first day that homework was assigned in English class, the majority of the students in Mr. Li's fifth grade class were not completing their homework. Homework always consisted of writing down between five and ten English vocabulary words from the lesson ten times. The students also wrote the Chinese translation of each word one time.

When this issue first arose, Ms. Tsai would scold the students and then require them to stay after class to complete their English homework. Gradually, the students purposefully increased the time they spent writing their vocabulary words. The time extended until the school bell rang, which is when they would then return to their homeroom. Both Ms. Tsai and Ms. Roberts became frustrated that they had to spend extra time ensuring that this class completed their English homework at school. It was even more frustrating since none of the other English classes had this problem. After almost one month of this situation, both Ms. Tsai and Ms. Roberts decided to have a discussion with the Mr. Li.

During the meeting, Mr. Li was quite dismissive, saying that the students must complete their English assignments in English class and not during his class time. Mr. Li criticized Ms. Tsai for causing his students to be tardy to his subject classes. Mr. Li also expressed anger that the school administration has been focusing more on English than other subjects ever since the school joined the co-teaching program. Mr. Li did not make eye contact with Ms. Roberts, and Ms. Roberts felt like Mr. Li did not want to communicate with her. Since Mr. Li was curt, Ms. Tsai did not press him any further.

The following week, the situation did not change. Actually it became worse. Ms. Roberts was frustrated because she was not able to implement any creative activities for the students of that particular class. This was because most of the English class time was spent by Ms. Tsai scolding the children and urging them to complete their homework during class time, not during the breaks between classes anymore. Ms. Tsai asked the class why they did not complete their homework, and encouraged them to give a genuine response. Several students

[Pick the date]

answered that they did have time to do English homework outside of class because Mr. Li assigned them so much homework in their other courses.

After English class, one student privately approached Ms. Tsai and told her that Mr. Li does not allow the students to bring home their textbooks after school. This was their punishment after several students lost their textbooks the previous year. During their core subject classes with Mr. Li, the students would silently copy sections from their core subject textbooks. Mr. Li would severely scold them if they tried to do any work aside from the subjects that he teaches. Since they eat lunch and take naps in the homeroom classroom, they are not allowed to complete non-subject homework at that time either. Ms. Tsai discussed this issue with the science and computer teachers. Since they did not assign homework, this particular class was not a problem for them.

Should Ms. Tsai and Ms. Roberts forget about giving students homework for English class? Is there any solution to their problems?

Discussion Questions:

1. What are the issues in this case?
2. To whom should Ms. Tsai go to ask for advice in this matter?
3. To whom should Ms. Roberts go to ask for advice in this matter?
4. If nothing changes in the current situation, what should Ms. Tsai and Ms. Roberts do to facilitate English learning with this class?
5. Should homework still be assigned to this class, considering that every other class is assigned English homework?
6. Should Ms. Tsai keep the students after class to complete their homework? If the break time is ten minutes, for how long should the students stay in the English classroom?
7. What role does saving face have in this scenario?

[Pick the date]

Suggested Strategies:

1. If nothing changes, Ms. Tsai and Ms. Roberts could require the students to write down all the English vocabulary words for their lesson at the end of English class along with the Chinese translations. The students would be quizzed on those words. Based on how successful the students are on their quizzes, they may or may not be assigned homework. If the quiz results are satisfactory, then homework may not be necessary.
2. Ms. Tsai and Ms. Roberts could speak with Mr. Li again and explain that they would prefer that the students complete their English homework at home. Ms. Tsai could also ask Mr. Li if the students have problems with losing textbooks. She can suggest how she will punish students who lose or forget their English textbooks.
3. Ms. Roberts could talk to Mr. Li about the benefits of co-teaching and how she believes that learning English is important for the students. She could show Mr. Li an example of a lesson plan teaching about American culture that she has implemented in other classes.
4. Ms. Roberts and Ms. Tsai can reevaluate the purpose of that particular homework assignment. If writing is a skill that they think the students need to practice, they can find the time for the students to complete the task during the class period. Otherwise, they can think about other assignments that do not require taking the textbook home. The co-teachers can begin to implement different types of homework assignments that do not require the same amount of time and the same materials.

[Pick the date]

**Case 32: Stuck in The Middle:
What to Do When Two LETs Don't Get Along**

ETA Emma is assigned to work with another LET starting in the spring semester. However, she didn't realize that she was being placed at the center of a conflict between two colleagues. How can she get out of the awkward situation without hurting or offending either one of her LETs?

Emma had already been working with her primary LET, Tina for an entire semester. They had gotten into a good working routine and had developed a strong relationship. Everything in the classroom was going smoothly. However, the first day Emma returned from winter break, she was surprised to learn that due to a change in scheduling, she would have an additional LET for the spring semester. While she would still have some co-teaching classes with Tina, she would also have new co-teaching classes with Mary, another LET at the school.

The first day in her new co-teacher's class, Emma felt overwhelmed. She wasn't used to their class routine and there was much less discipline enforced than in Tina's class. Her new co-teacher, Mary, was very kind and sweet, but her students' behavior was far different than what she had experienced so far in Tina's class. It was more difficult to get the students to pay attention to the lesson and to follow instructions during games and activities.

After the first day, Tina was very interested in learning how the new co-teaching had gone. Emma said that it went well, but it was also a little hectic. She also stated that she believed everything would settle once she and Mary developed their new routine together. While Emma thought the conversation was over, Tina jumped at the opportunity to gossip about Mary. She talked about how there were several parents complaining about Mary and that the Dean was going to start sitting in on her classes to observe her teaching. Emma tried to shrug off these comments because she didn't want to judge Mary and her teaching style, but it was hard to ignore Tina's remarks.

After every session with Mary, it seemed as though Tina would ask how it went just so that she had a base to lay complaints and criticisms. Emma felt very uncomfortable being included in this conversation because she had nothing to complain about. Furthermore, she did not want to be in the middle of a developing conflict between these two teachers. At times she felt like she was being used as a pawn to "get" Mary and assist the Dean in "catching" her teaching 'poorly'.

When a student's parent decided to pull his daughter out of Mary's class, Tina talked to Emma about how it was due to Mary's relaxed discipline and 'poor' teaching. Emma said nothing, besides the smallest acknowledgement, and continued to feel uncomfortable listening to her one co-teacher say hurtful things about another.

Emma felt it wasn't her place to get involved nor to judge Mary's teaching. She didn't

[Pick the date]

know why Tina wanted to hurt Mary's professional reputation, but she did not feel it was appropriate to ask her directly. The last thing she wanted to do was to develop a conflict between her and Tina. The whole situation made Emma wish that she hadn't gotten another LET for the spring semester. Even this thought made her feel guilty since she really liked Mary and was quite fond of her class.

Discussion Questions:

1. How can Emma get out of the middle of this conflict? Are there any techniques she could implement or tactics she could use to disengage herself from the situation without offending either of her co-teachers or the Dean?
2. Do you think Emma should talk to somebody about the situation directly? What would be the pros and cons of discussing this situation directly?
3. Should Emma mention anything about Mary's rumored classroom management and teaching issues? Should she remain silent when Mary wonders aloud why the Dean is suddenly observing her classroom? Since Emma has some background information, should she share it with Mary?
4. How can Emma respond to Tina's probing about Mary? How can Tina diplomatically handle this situation without causing any offense to Tina?
5. Should Emma do more research to find out why Tina doesn't like Mary? What would be the pros and cons of seeking out this information?

[Pick the date]

Suggested Strategies

1. Emma can directly tell Tina that she is uncomfortable talking about Mary when she is not present. She can tell Tina that since she is now working with Mary, she would like to adjust to the new co-teaching relationship without feeling influenced by Tina's perceptions. She can follow up by saying that she would do the same if a teacher were talking about Tina in a similar vein. Hopefully, Tina will respect Emma's decision to avoid being involved in the gossip.
2. Emma can indirectly communicate to Tina that she is uncomfortable talking about Mary by avoiding these types of conversations. Emma can begin to answer Tina's questions about Mary more vaguely and with fewer details. Over time, Tina might not ask about Mary as much since she is not getting any 'fuel for the fire' from Emma.
3. Emma can suggest to Mary that they have a meeting with the Dean. During this meeting, they can discuss why the Dean is observing the class and what he is looking for. Emma and Mary can use this information to help with their own professional development by making improvements in their teaching methods.
4. Emma can try to schedule a classroom observation with her Fulbright Advisor or Professor. She can ask them to help her identify areas of weakness in her co-teaching class with Mary. The post-observation conference will be a great opportunity to converse with the Dean, LET, and Advisor together.

[Pick the date]

Case 33: Personality or Culture Clash? Rebuild an ETA-LET Relationship?

A strong ETA-LET relationship suddenly starts to deteriorate in the middle of the fall semester and the ETA does not understand why. When she finally learns why, she feels overwhelmed with how to fix the problem and rebuild their relationship.

Katie had been teaching with her LET, Sherry, an experienced teacher, for a couple of weeks and so far everything had been going smoothly. She'd been in a sort of "honeymoon" phase with her LET because their relationship was new and exciting. They frequently got their hair done together after class and Sherry would often invite Katie to dinner with her family.

Katie was learning a lot from Sherry about culture and education. However, she wished Sherry would allow her to do more teaching in the classroom. During the first few weeks, Katie had been busy with organizing, disciplining, and setting student expectations, but all of these tasks occurred almost entirely in Chinese. Katie was beginning to feel useless as an English teacher. Therefore, she talked to Sherry about her feelings and about participating more in classroom activities. Sherry agreed that she could be more involved soon.

However, as the weeks went by, Katie was not given any additional teaching responsibilities. It was her LET's first year as a co-teacher, so maybe she just didn't know the parameters of their relationship, but Katie was new at it too! She wanted to introduce new activities and content to the students in order to get them excited about learning English. Yet, every day the class kept the same routine. They covered material from the textbook and used the same, highly structured "games" to reinforce the content. When they played the games, the students earned points through a complicated system, which Katie could barely understand. On top of that, Sherry used a lot of discipline to maintain control of the class. Katie wished she could help plan more cultural activities and lead some fun activities, but Sherry said there was no time for those kinds of things.

Then, Katie started to realize that something weird had been happening throughout the last couple of weeks. When she offered to help Sherry grade the workbooks, Sherry said she didn't need any help. When Katie finally got the opportunity to teach in class, Sherry gave no recognition of her efforts or any constructive feedback. Even outside of class their relationship was beginning to feel distant. They hadn't gotten their hair done together in a long time and Sherry stopped inviting Katie to family dinners. Katie had no idea what prompted this change in attitude and behavior. *Had she done something wrong? Was she mad at her?*

On the day of their teaching observation, Katie felt helpless. All she wanted was feedback, support, and to figure out what had happened to her and Sherry's relationship. When she asked if Sherry could give her some advice on their lesson plan, Sherry responded.

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“I thought you didn’t need any help.” This caught Katie completely off guard. She thought about every interaction they’d ever had and racked her brain to come up with an instance where she might have given this impression. She knew that she never explicitly said such a thing. In fact, it was just the opposite! She longed for Sherry’s expert advice and support.

“Don’t you remember that one day in class when you said, ‘*I know!*’?” Sherry asked. Katie did. It was mid-October and she’d recently been given more opportunities to teach. In the middle of class, Sherry asked if Katie could lead a game. She agreed, but having little experience, she was nervous. During the game, Sherry kept interjecting and telling her what to do: call on these two groups, those numbers in those groups, ask the question, hold up the card, and then write down the points. When she saw Katie was a little lost, Sherry raised her voice, “*No*, you already called those numbers for that group. Ask the question before you hold up the card!” Katie became even more flustered. In a moment of frustration, she told Sherry, “I know,” to show recognition that she knew what she was *supposed* to do.

Apparently, that comment had been the beginning of the downturn in their relationship. Because this happened in front of the students, Sherry was very surprised and offended. Sherry *thought* Katie was insinuating that she didn’t ever need *any* help at all; that she already knew how to teach. Katie had no idea that those two words had made such an impact on her LET’s impression of her. She hadn’t realized how her comment had been interpreted. Evidently, Sherry took personal offense when Katie said, “I know” that day. Yet, Katie had no idea that she had offended Sherry until now! *Why hadn’t Sherry communicated this issue with Katie right after it happened? Why wouldn’t she just deal with the problem rather than harboring resentment toward Katie?*

Katie wondered if Sherry was overly sensitive. She felt that Sherry took the comment out of context. She also felt that she had always been very clear about wanting to learn from Sherry. She always asked for help planning lessons and asked for feedback afterwards. *How could she even think such a thing? Furthermore, did Sherry just think of her as a classroom assistant who should follow orders unquestioningly?*

Katie was very confused. She didn’t know if this was a cultural issue, a clash of personalities, or something else. At that moment, she was full of anger, frustration, and sadness. *How would she ever go about mending their relationship after weeks of passive aggression, resentment, and a lack of communication? Was it an impossible task? How would they ever be able to teach together again after such a significant setback to their relationship?*

To Sherry, Katie’s remark in class that day caught her off guard. It was especially upsetting because it was made in front of the students. She also felt hurt because she always treated Katie like her younger sister. She spent so much time trying to make Katie feel at home and trying to help her become a better teacher. Ever since Katie made that comment, “*I know*,” she never wanted to help her anymore. *Why bother?* She even wondered if she should report the incident to the school principal.

[Pick the date]

Discussion Questions:

1. What could Katie have done when she first noticed Sherry acting differently toward her? How could she have initiated a conversation? What could she have said in this conversation?
2. What do you think of Katie's, "*I know*" comment? Do you think she was trying to be oppositional to Sherry's instructions? What do you think of Sherry's reaction to this comment? Could you potentially see yourself in Katie's situation making a similar comment?
3. Do you think the core of this problem is related to personality differences, cultural differences, or both? Please explain.
4. If you were Sherry, how would you feel after the "I know" comment? Do you think her reaction was appropriate professionally? Was her reaction culturally appropriate?
5. How can Katie improve their relationship now that she is aware of the main issue? What should her goals be?
6. Katie faced resistance from Sherry when she wanted to integrate cultural lessons and games into the class. How could she talk to Sherry about including her activities without causing her any offense?

[Pick the date]

Suggested Strategies:

1. When Katie started to notice their relationship deteriorating, she could ask to have a conversation with Sherry. She could ask if everything between them is OK. She could ask if she had done something to upset her. She could also express her willingness to mend the relationship.
2. Try to understand if Sherry's reaction would be considered appropriate in Taiwan. It is important to try and determine if the issue is affected by cultural differences or just personality differences. ETAs can ask their local coordinator local Professors, or Advisor to get more perspectives on the issue and how to resolve it.
3. Since Katie was feeling very emotional when she learned that Sherry had been mad at her for a long time, it would be a good idea to cool down before discussing the situation together. When having conversations about co-teaching, try to be objective if possible. Schedule a time to talk about the situation after you have had time to think about the issue and possible ways to resolve it.
4. Katie and Sherry can discuss their current model of co-teaching and if they think it is working or not. If not, they can discuss alternative ways for Katie to be involved in the classroom or with the students outside of class. Working with the students outside of class will also be a great opportunity for Katie to integrate cultural lessons and games.
5. Try to be aware of how your words and mannerisms might be misconstrued due to personality and cultural differences. Even the "*I know*" statement can be seen as a cause for loss of face when said in front of the students.
6. Hold regular meetings with your LET. Use this time to lesson plan, reflect on each class, offer constructive feedback, and to make sure your relationship is stable.