

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

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

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

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