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A Study of Professional Development for Foreign Languages in Taiwanese Schools

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1. INTRODUCTION

In recent years, the introduction of Chinese language and culture in the U.S. elementary and secondary schools has been increasing. Flore-Cruiz (2013) pointed that according to the government data, the Chinese language in particular has seen a rise in the U.S., increasing almost 360 percent over the past three decades. The US Bureau released a report showing nearly 2.9 million people speaking Chinese in 2011, which is a 360 percent increase from 1980 (Flor-Cruiz, 2013). While the study of major foreign languages faded in thousands of U.S. schools in the last decade, many schools rushed to offer Mandarin Chinese (Dillon, 2010, cited in Muriel, 2011). Despite financial crises and drastic budget cuts since late 2007, the number of K-12 schools offering Mandarin Chinese has been growing (Muriel, 2011). That kind of surprise may wear off, as Mandarin Chinese becomes the first choice of a growing number of second-language learners. More language students are saying adios to the recent stampede to learn Spanish and huanying—or welcome—to mastering a Chinese dialect now spoken by an estimated 100 million non-Chinese (Lofholm, 2012). Xinhua news agency (2011) validates the popularity of taking Mandarin Chinese as a foreign language course across the US. States with large rural areas, such as Georgia, Nebraska and North Carolina – are also including Mandarin Chinese in their public school curriculum (Xinhua, 2011).

While the need of learning Chinese language as a foreign language is increasing in US schools, a shortage of qualified Mandarin teachers is continuing to be an obstacle in building effective and sustainable Chinese language programs in the United States. There are only three to four hundred qualified Chinese

teachers but more than 2,400 schools that want to offer the language (Vu, 2007). In order to meet this shortage, joint collaborative initiatives such as this study can be a great start. Although the number of universities and colleges that offer Chinese-language programs is increasing, only a handful of institutions provide a full-fledged teacher preparation program in Chinese language and pedagogy. To date, Chinese-language teacher-education programs that are accredited by the National Council of Accreditation of Teacher Education (NCATE) include only those at University of Iowa, New York University, Ohio State University, and University of Massachusetts at Amherst. There are no data available on how many of their graduates become certified Chinese language teachers. Nor is there information regarding the number of graduates who major in Chinese language and culture in colleges of arts and science, who go on to become certified Chinese-language teachers (Stewart & Huang, 2005). Developing accredited education programs in languages like Chinese requires collaboration among teacher and language organizations, local and state educational agencies, schools of education, and other colleges within institutions of higher education. There are other approaches to creating a supply of qualified teachers of Chinese. One example could be a summer teachers' institute that is offered by the University of Pennsylvania, which is not yet developed as a fully alternate program, but has accommodated more than 100 teachers nationwide and internationally since 1998. Recently California State University at Long Beach, CA, and George Mason University in Virginia started offering Chinese language for Teaching licensure program (Stewart & Huang, 2005, cited in Lin, http://cttpdc.blogspot.tw/2007/02/blog-post_8985.html).

Therefore to meet the need and shortage, this study looked at the possibility of recruiting Mandarin teachers trained in Taiwan. In order to determine the eligibility and qualification this researcher conducted an in-depth investigation to determine the nature of training, knowledge of these teachers who teach languages /foreign languages in schools and how they apply that knowledge in their classrooms.

a) An Overview of Educational System in Taiwan

The educational system in Taiwan is the responsibility of the Ministry of Education of Republic of China (commonly known as "Taiwan"). Although current law mandates only nine years of schooling, 95% of

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students go on to high school, trade school or college. The literacy rate in 2002 was 96.1%. President Ma announced in January 2011 that the government would begin the phased implementation of a twelve-year compulsory education program by 2014.

b) The Impact of Taiwanese Legislation on Teacher Preparation

According to The Teachers Education Act of 2005, this Act was specially enacted to develop teachers for schools at the senior high school level and below and even at the level of kindergartens, to augment the supply of teachers, and to advance their professional expertise. It emphasized the development of teaching competencies, a spirit of professionalism, strengthening understanding of democracy and the rule of law, and life and moral development (<http://english.moe.gov.tw/content.asp?Cultem=8560&mp=1>). The terminologies of this Act is defined as follows: 1). Competent authority: means the Ministry of Education at the central government level, the municipal governments at the municipal level, and the county (or city) governments at the county (city) level. 2). Teacher education university: means a teacher training college or normal university or university with a teacher education-related department(s) or teacher education center. 3) Pre-service teacher education courses: means the various applicable courses to be taken (Retrieved from the same website).

In article 21 of this Teacher Education Act of 2005, it is also mentioned that the regular substitute teachers who were enrolled in specialized two-year university in-service education programs to study pre-service teacher education courses prior to the 2000 academic year and who have obtained certificates of intern status by passing initial teacher certification may follow the provisions of Articles 32 and 33 of the Regulations Governing Teacher Certification and Education Internships at the Senior Secondary School and Lower and Kindergarten Levels as amended and effective on 29 June 2001. Within a period of four years from the enforcement date of the amendments to this Act, the provisions of those former regulations may apply (retrieved from <http://english.moe.gov.tw/content.asp?Cultem=8560&mp=1>).

Teachers employed according to rules governing employment of primary and secondary school substitute teachers that meet the following requirements are exempt from taking educational practical training courses. Once passing teacher certification exams, they will be issued a teacher's certificate in their area of expertise. Also retrieved from (<http://english.moe.gov.tw/content.asp?Cultem=8560&mp=1>) teachers have taught the same subjects for at least one academic year or at least three consecutive months each year in the most recent seven years. 2) College graduates successfully completing pre-service teacher education

courses, specialized courses and professional courses in education, with a certificate obtained. 3) Teachers having papers issued by the schools at which they teach, proving they have undergone practical training in teaching, running a class, and managing administrative affairs and those that possess professional skills and knowledge in conducting such activities. The above rules are applicable from the day the Act went into effect until July 31, 2007.

In 1990, the liberalization of education in Taiwan movement began to liberalize individuals, including teachers and students, as well as the educational system, which was formulated and left behind by the previous authoritarian government. This movement is one of the social movements triggered by the political democratization and its strength comes from the people. On April 10, 1994, Taiwan's middle-class citizens organized and staged a mass demonstration demanding educational reform. The movement, later called "The 410 Demonstration for Education Reform," has become a landmark in Taiwan's history. It demanded a shift of the concepts of "de-centralization" to "individualization." That is to say, the previous top-down linear government system, from central to local, from governmental agencies to individual schools, needed to be replaced; in its stead, teachers and schools should be able to form the mainstay of education, and take charge of educational matters (<http://english.moe.gov.tw/content.asp?cultem=7045&mp=2>).

In the late 1980's, Taiwan's economy took another turn. High-tech industry gradually became the focal point of economic development, needing different types of human resources. To meet the new demand, more higher education institutions were needed to cultivate higher-level technical people. One of the issues addressed by the previously mentioned "The 410 Demonstration for Education Reform" was to increase the number of universities. Through establishing new universities and transforming junior colleges into four-year colleges or universities, there were more than 160 universities and technical colleges by 2005. The number of students enrolled in four-year institutions tripled, as compared with that of 1985; it was six times higher than that of 1970. In a nation with a population of 23 million people, this number indicates a rather high percentage, with 67.7% in gross enrolment rate, for the whole population. University education is no longer for the elite but for a broader segment of the entire society (<http://english.moe.gov.tw/content.asp?cultem=7045&mp=2>).

c) Taiwan's Teaching Chinese as a Foreign Language Initiatives

Taiwan is world-renown for Chinese language teaching and learning. In order to promote international educational exchange, the Ministry of Education (MOE)

in Taiwan, in cooperation with state school districts in the U.S., sponsors the "Taiwan Visiting Chinese Language Teachers/Assistants Program" and implements training programs to help prepare teachers and assistants for teaching posts overseas www.moetwdc.org/.

d) Teacher Training Program & Qualification Exams in Taiwan

According to the document published in www.moetwdc.org/, retrieved in 2015, (1) There are 8 universities in Taiwan currently offering degree programs in Teaching Chinese as a Second Language (TCSL), including practical training for students to complete their undergraduate or postgraduate degrees. National Taiwan Normal University also offers International Masters and Extension Masters programs. These programs are designed to professionally train qualified instructors of modern Chinese at all levels up to and including university education for either domestic or overseas students, and they provide rigorous training in the areas of modern Chinese linguistics, Chinese language pedagogy, and Chinese language instructional materials using all forms of media. Chinese literature and Chinese culture courses are also included in the program. (2) There are 9 universities in Taiwan offering TCSL training programs, which provide opportunities to experienced professionals, providing students with the opportunity to teach overseas and make a significant contribution to developing new teaching methods and language learning materials. (3) Since 2006, The Ministry of Education in Taiwan has held qualification exam for teaching Chinese as a foreign language and awarded certificates to those teachers who have passed the exam. www.moetwdc.org/

e) The Numbers of Visiting Chinese Mandarin Teachers from Taiwan for Overseas Service

The aforementioned program encourages Taiwan's professional Chinese language teachers/teaching assistants to teach in American school districts. The teachers are highly qualified, having attained undergraduate or postgraduate degrees, as well as certificates for teaching Chinese as a foreign language, issued by the Ministry of Education in Taiwan. The assistants have all received professional training and will complete their undergraduate or postgraduate degrees on return to Taiwan. Furthermore, it was also cited in www.moetwdc.org/ that (1) there were 26 visiting Chinese Mandarin teachers from Taiwan in 2001, and the numbers have increased ever since. By the end of 2008, there were 119 visiting Chinese Mandarin teachers for overseas services all over the world, including Vietnam, Thailand, U.S.A., France and U.K. The number of countries interested in cooperating with Taiwan to recruit Chinese Mandarin teachers from Taiwan is ever increasing. (2) For the year 2007/8, there are 23

universities/colleges all over the world engaging visiting Chinese language lectures from Taiwan, and 12 universities /colleges in U.S.A. engaged visiting Chinese language lecturers from Taiwan, and five states recruiting 18 visiting Chinese language teachers from Taiwan. And, (3) there are 6 states in the U.S planning to recruit visiting Chinese language teachers from Taiwan. Cited in www.moetwdc.org/in 2006 and retrieved in 2015.

Therefore, the purpose of this study is adequately justified and conforms to Taiwan's initiatives of sending Chinese Mandarin teachers for overseas service all over the world.

f) Purposes

This study investigated the possibility of meeting the needs of Taiwanese teachers trained at the colleges and universities in Taiwan. In addition, the study intends to compare the similarities and differences of these teachers training program provided at Tennessee State University.

II. THEORETICAL FRAMEWORK

This study employed two theoretical frameworks: First, literacy, where learning is shaped by social, cultural, and linguistic factors and experiences (Vygotsky, 1962; Goodman, 1980; Halliday, 1978). Second, teaching, which is regarded as a cultural activity (Stigler et al., Stigler & Hiebert, 1999) and has been established through collaborative partnership between Tennessee State University and Fo Guang University in Taiwan during the study period (2013-14),

III. METHODS

This study combined both qualitative and quantitative methods, using a narrative case study methodology and survey questionnaire. Three-months of intensive summer (2014) investigation was conducted. The participants were pre-service and in-service language teachers from K-12 Schools and Universities. These teachers were selected based on convenience sampling method. The 37 participants in this study were selected from private and public school teachers from elementary and secondary settings, and lecturers from private and State Universities in Taiwan. Participants were randomly selected using convenient sampling method. These participants are currently teaching English as a foreign language in their present institutions. The purpose of the selection of foreign language teachers was to identify the nature of training these instructors received to teach foreign language in Taiwan, which justifies and rationalizes the need for training of Mandarin teachers, teaching Mandarin in the US.

The study seeks answer to the following research questions:

1. What are the actual needs that are required for professional development of pre-service Mandarin Teachers?
2. How do these collaborative professional development processes meet the needs of pre-service Mandarin teachers?
3. What are the key factors that can contribute to both the programs and meet the identified needs?
4. How the program evaluation meet the future collaboration?

These research questions can be further examined as the following hypotheses:

- a. Ho 1: There are no differences between a trained and a non-trained foreign language teacher as far as the knowledge of teaching foreign language is concerned
- b. Ho 2: There are no differences between K-12 school and college teachers who teach English as a Foreign Language
- c. Ho 3: There are no differences between private and public school teachers in knowledge of foreign language teaching.
- d. Ho 4: There is No need for more training to teach as a foreign language teacher than is currently provided.

IV. DATA COLLECTION AND ANALYSIS

The investigation included surveys, interviews, visits at local schools and universities. The study consisted of two phases: First, a Survey instrument was developed with 25 questions which aimed at investigating the three parts: a) Professional training, b) Knowledge and c) Practice. The survey also included face-to-face interview with 5 informal questions in personal interview, which was analyzed using narrative case study analysis method using primary data. All interview were conducted in Chinese and were translated in English for analysis purpose.

The survey also looked at the number of teachers who are certified to teach language at the K-12 schools vs. University. The data shows that the number of certified and highly qualified (who met the Taiwanese language certification requirements) language teachers are higher at K-12 schools compared to the University level foreign language teachers. Even though the number is higher, but the validity is not established. Because University teachers have Masters in TESOL (Teaching English Speakers of Other Language) from abroad and K-12 teachers obtained the Taiwanese teaching certificate from Taiwan Ministry of Education. The awareness of need for certification is also higher in K-12 Taiwanese schools compared to that of the university instructors who also teach foreign language. The intention of this survey also was to ascertain that the requirements are different between schools and universities.

a) Data Analysis

The survey had several parts and questions included to cover: 1) approaches and methods, 2) curriculum and lesson plan, 3) instructional planning, 4) materials development and adaption, 5) second language acquisition, 6) reflective practice. In terms of personal interview, participants were asked 25 questions to reflect their experiences and the impact on their teaching. The sample questions included, "the number of years in teaching, area of certification, classroom: elementary, secondary or higher education, specialization, number of courses taken as part of certification, issues and challenges in collaborating with other teachers, knowledge, proficiency, and importance of learning English, curriculum development, creativity, classroom activities and community engagement etc." A question on willingness-to-teach Mandarin as a foreign language in the US was also asked.

Survey responses were first analyzed using descriptive statistics to figure out the means, median and standard deviation. Analysis of Variance (ANOVA) was also conducted to test some key hypotheses as mentioned in the research questions described below.

Survey responses were first analyzed using descriptive statistics to figure out the means, median and standard deviation. T statistics also computed to obtain the significance. See the table 1 below. Furthermore an Analysis of Variance (ANOVA) was conducted to test some key hypotheses as mentioned in the research questions. First some descriptive statistics:

Table 1 : The organization of survey questionnaire Part

	Mean	Std. Deviation	Value N
A1	2.7297	1.5393	37
A2	1.3611	0.4871	36
A3	0.2162	0.4173	37
A4	1.0286	0.1690	35
A5	8.2143	3.8620	28
A6	3.9333	2.6901	30
A7	1.5806	0.9228	31

Table 1, Part A section of the survey was designed to gather basic personal information. Part A, 1-6 questions were coded based on Schools, such as elementary-secondary, and university (A1); private and public schools (A2); on Gender, Male and female (A3); on race and ethnicity (A4); on number of years in teaching experiences (A5) and on Certification areas such as English and Chinese (A6). A7 specified the area of certification. As we see that only A3, the question on Gender were responded by all 37 participants. The question on the numbers of years in teaching experiences (A5) was answered by only 28 teachers. Therefore, it was difficult to establish the actual mean of total 37 participants.

Second section, Part B of the survey was designed based on the level of these teachers' received Professional training that. Table 2 describes in details.

Table 2 : Part B, Professional Training

	Mean	Std. Deviation	Value N
B3	3.3056	2.2016	36
B4	2.9189	0.9539	37
B5	2.2286	2.0449	35
B6	1.6176	0.7791	34
B7	8.3472	3.5773	36
B8	6.9444	3.6484	36
B9	6.9333	8.4115	30
B10	0.3611	0.4871	36
B12	0.2222	0.4216	36
B14	0.1935	0.4016	31

Part B in Table 2 was coded in terms of awareness of the language certification program (B 1); to determine the relationship between the professional degree (B4) and teaching at elementary and secondary level (B3); Then the survey question was also asked on the area of specialization (B5), the actual language of teaching (B6), number of years of teaching as a language teacher (B7, B 8); the number of language courses were taken as part of language certification (B9). B 10, B 12, and B 14 question was asked on the training on collaborative teaching. As is evident from the Table 2 the responses in part B was more promising compared to part one.

The section C, Table 3 describes the level of knowledge that was acquired as language teachers by these participants.

Table 3 : Part C, Knowledge

	Mean	Std. Deviation	Value N
C1	0.8571	0.3550	35
C3	2.8889	0.6667	36
C4	4.6333	0.7184	30
C5	3.8387	1.6950	31
C9	0.2059	0.4104	34

In Part C section, C1 was asked about the confidence level as a language teacher; C3 and C4 was asked on the language proficiency in terms of the number and type of language the teacher speaks (C5). C6-C8 questions were target to identify the challenges they face as language teachers. The answers to these questions are not coded due to its descriptive form of answers. C 9 was asked to determine their interest in teaching Mandarin in the United States.

The last section, Part D was emphasized on their classroom practice using the knowledge and professional training. See the responses in Table 4.

Table 4 : Practice

	Mean	Std. Deviation	Value N
D2	0.8788	0.3314	33
D3	0.2258	0.4250	31
D4	0.5484	0.5059	31
D5	0.1613	0.3739	31
D6	0.4688	0.5070	32
D7	0.1875	0.3966	32
D8	6.2727	3.2813	33
D9	0.1143	0.3228	35
D11	0.1944	0.4014	36
D13	5.8611	2.7687	36
D14	0.4167	0.5000	36
D15	0.4545	0.5056	33

In this section, D2 focused on the in depth application of the language curriculum. D3 questioned the use of actual materials, i.e., textbooks, teacher created materials etc. D4-D8 was geared on the teaching methods: group, individual, brain-based learning, community engagement, use of movie, and project based learning. D 9-D11 asked on use of community and parent involvement into teaching. D 10 was asked on the nature of evaluation process of students learning which was not coded due to the nature of responses. D13 was used to determine the source of gathering teaching materials. D14 and D15 directly focused on their willingness to teach Mandarin in the US and whether they are interested to receive further training at US University. As we see from Table 4, not all 37 teachers responded to all questions. It dwindled between 31-36 teachers. Seems like not all teachers were comfortable to answer all questions. 31 teachers responded especially D3-D5, which was directed to teaching methods; This could be the result of not understanding the language of the question. Due to the lack of English language competency and confidence, some survey needed to be translated and administered in Chinese.

V. TEST OF HYPOTHESES

Research Hypothesis 1:

Ho 1: There are no differences between a trained and a non-trained foreign language teacher so far as the knowledge of teaching foreign language is concerned
Alternative Hypothesis

HA: There are differences between a trained and non-trained foreign Language teacher so far as the knowledge of teaching foreign language is concerned.

To test this particular hypothesis, two variables were selected: C1 and C4. While C 1 captures the confidence level of the language teachers in terms of their competency levels as a foreign language teacher, C4 reflects the level of proficiency. By conducting a

two-way ANOVA on both these variables (see Table 1 below) we fail to accept the Null hypothesis based on the F-Statistics. In other words there is a statistically significant difference among the foreign language teachers across the various schools and colleges in Taiwan so far as their competency levels, as reflected in their confidence levels are concerned. However, in terms of their proficiency level, the null hypothesis has been failed to be rejected, i.e., there are no differences in knowledge level.

Table 5: Two-way ANOVA Results for Foreign Language Teachers by School type and Level of Confidence and Proficiency Level

Knowledge of Language Teachers	
Confidence level (C1)	Proficiency level (C4)
ElementaryMSB: - 1.27	MSB: - 0.38
SecondaryMSW: -0.23	MSW: - 0.24
College/UniversityF Statistic: 5.65**	F Statistic: 1.55
Degrees of Freedom: 33	
Note: MSB stands for Mean Square Error between	

groupsMSW stands for Mean Square error within groups
 "***" stands for significant at 95% level
 "**" stands for significance at 90% level

Research Hypothesis 2

Ho 2: There are no differences in teaching practices between K-12 school and college teachers who teach English as Foreign Language

Alternative Hypothesis:

HA: There are differences in teaching practices between K-12 school and college teachers who teach English as Foreign Language

This hypothesis was tested using multiple variables within the ANOVA framework. The results are mixed (See table 2 below). Variables selected for testing this hypothesis are A1 (School type) and D2 (Text book materials only), D5 (involving Community), D7 (Project-based learning), D11 (involving parents into lesson plans).

Table 6: Two-way ANOVA Results for Foreign Language Teachers by School Type and Teaching Practices

		TeachingPractices		
	Text only(D2)	Community(D5)	Projects (D7)	Parents (D11)
Elementary	MSB: 0.03	MSB: 0.56	MSB: 0.04	MSB: 0.35
Secondary	MSW: 0.12	MSW: 0.13	MSW: 0.17	MSW: 0.14
College/University	F Stat: 0.29	F Stat: 4.21**	F Stat: 0.23	F Stat: 2.45*
		Degrees of Freedom: 33		

Note: MSB stands for Mean Square Error between groups

MSW stands for Mean Square error within groups

"***" stands for significant at 95% level

"**" Stands for significance at 90% level

The F-statistics above indicate that there are significant differences among the various types of institutions teaching English as a foreign language when the teachers are involving community (D5) and parents in their lesson plans (D11).

Research Hypothesis 3:

Ho 3: There are no differences between male and female teachers so far as the competence level, teaching practices of English as a foreign language is concerned regardless of type of school they teach at.

Alternative Hypothesis

HA:

There are differences in competence level, teaching practices of English as a foreign language between male and female school teachers regardless of the school type.

This hypothesis has been tested using variables A3 (Gender of the teacher) and C1 and C4 to represent competence level; and D2, D5, D7 and D11 representing teaching practices.

Based on the ANOVA results and the corresponding F-statistics, we found that only in case of D11, that is parent involvement, there is a significant statistical difference, i.e., the F- statistics (2.52) at 90% level of confidence.

Table 7 : Two-way ANOVA Results for Foreign Language Teachers by Gender and

	Teaching Practices	
Gender Type (A3)	Group Activity (D4)	Community (engagement D5)
Male	MSB: SS: 1.27	MSB: SS: 1.96
Female	MSW: 7.20	MSW : 7.01
	Degrees of Freedom: 33	

Our Final research question was whether there was any need for more training for these teachers who teach English as a foreign language?

Ho 4: There is no need for more training to teach English as a foreign language than is currently provided in Taiwan, and whether they would like to be trained in the US

Alternative Hypothesis

Ho 4: Yes there is need for more training to teach English as a foreign language in Taiwan and there is a need to be trained in the US.

Table 8 : Two-way ANOVA Results for Foreign Language Teachers by Gender and the need for study in the US

	Teaching Practices
Gender Type (A3)	Need to study at us univ. (D15)
Male	MSB: SS: 1.15
Female	MSW: 7.20
	Degrees of Freedom: 33

Note: MSB stands for Mean Square Error between groups

MSW stands for Mean Square error within groups

*"***" stands for significant at 95% level*

*"**" Stands for significance at 90% level*

Surprisingly, based on the F-statistics, this hypothesis has been failed to be rejected.

VI. RESULTS

The study presented here is the first initiative to conduct an analysis on professional development of foreign language teachers in Taiwan by a researcher from outside. This research pioneered the first study in education, particularly in the area of teachers training supported by Ministry of Foreign Affairs of Taiwan. Aforementioned analyses point out that this study is still in its preliminary stage. The results from descriptive analysis show that teachers, teaching English as a foreign language in K-12 schools are more trained than the ones who are teaching at the university. All participant teachers were highly enthusiastic, and eager to participate in the study. All of those teachers interviewed were committed and dedicated to teaching

in order to make changes in their student's lives. Each teacher was highly qualified to teach as a language teacher. However, to the extent they are all competent and proficient in teaching English as a foreign language, the results (based on statistical significance) are mixed. However, they all wanted to learn more on different teaching methods, especially in creative teaching. Many liked the idea of studying at a US university and would like to be certified in US system to teach Mandarin in the United States. This study made a great attempt to plant and establishes the idea of need for obtaining a US based teacher's certification program in Taiwan to teach Mandarin in the US.

VII. LIMITATION

The study was conducted during a three-month period in Taiwan. The language of communication was the main barrier. Therefore, host institution, took the leadership to assist in this project. In addition, it seemed like the participant and the host university have not experienced or participated in administration of research on primary data in the past. Out of 50 surveys, only 37 participated, and many questions were not answered by all 37 participants due to the lack of understanding of technicality of the English languages. Therefore, this study can be viewed as a good Pilot study. However, the qualitative part was a great success. Analyzing twelve cases using narrative format has been a great learning experience. The Language department of Adult learning Center at the university in Taiwan was not prepared for, or knowledgeable of this research project. Roberts, Chou, & Ching (2010) explored the factors influencing international students' decisions to study in Taiwan. The authors use both quantitative and qualitative methods provided clarity and extended critical interpretations of the issues and dilemmas surrounding the international student experience in Taiwan. This research further justifies the limitations in conducting research by an international researcher.

VIII. FUTURE IMPLICATIONS

With this new international collaborative initiative by the host university, the entire research became possible. The study helped in generating some interest in the following areas:

Learning new strategies for teaching foreign language in schools and universities

Huang, & Lin, (2011) discussed about positive evidence that the integration of Web 2.0 technology into a Chinese as Foreign Language (CFL) learning environment can be effective in terms of student satisfaction with the course by improving their learning and language competency and by enhancing their interactions with peers and faculty members. This changes the student's role from one of passive to active learning and allows students to better create and retain knowledge that will be useful in their future workplaces (2011).

The importance of bilingual teaching (English and Mandarin) to prepare teachers to teach Mandarin in US schools.

Greifner, (2006) stated that about an initiative by the National Association of Independent Schools and the government of China which is sending 20 teachers from the People's Republic to private schools in the United States to teach Mandarin. HANBAN, China's National Office for Teaching Chinese as a Foreign Language, contacted the National Association of Independent Schools (NAIS) about the China Connection, a program that provides native Chinese teachers to independent schools. 150 independent schools now offer Chinese instruction (2006).

The importance and need for developing a joint collaborative program with US University in training candidates to teach Mandarin in the US initiatives.

Griefner (2006) also pointed out that HANBAN, is supported by the Chinese government and the Chinese Embassy in Washington, contacted the NAIS earlier this year about the China Connection, a program that would provide native Chinese teachers to independent schools. In addition, HANBAN is paying the teachers a stipend for their first year here. They have the option of applying to stay for two additional years, in which case their respective schools would pay their salaries. According to Schmidt, (2010). Chinese government continues to give Confucius Institute about \$100,000 in financial support annually, and to pay the instructors from China who teaches there. Such arrangements allow colleges to provide a lot more instruction and programming related to China. However, this kind of relationship has caused that several educational leaders concern that the programs promote propaganda and limit academic freedom due to their reliance on Chinese funding (Schmidt, 2010).

Need to have more research on education in Taiwan, in particular in the area of teacher's training, curriculum development and teaching practices.

Schmidt (2010) also mentioned that Colleges with the institutes can become dependent on Chinese funds and thus susceptible to pressure from the Chinese government to stifle speech it opposes, such as expressions of support for Tibetan or Taiwanese independence. Foreign-language programs at American colleges are often so starved for resources that "they are

not in a position to reject money, no matter where it comes from, or with what strings." (Schmidt, 2010).

However, as mentioned earlier, with the initiative by The Ministry of Education in Taiwan, 23 universities/colleges all over the world engaging visiting Chinese language lectures from Taiwan, and 12 universities /colleges in U.S.A. engaged visiting Chinese language lecturers from Taiwan, and five states recruiting 18 visiting Chinese language teachers from Taiwan. www.moetwdc.org/

IX. CONCLUSION

The study provided an insightful experiences and understanding of the nature of professional development of teachers who teaches foreign languages in the schools in Taiwan. The main foreign language among the students, parents, and teachers was English. Learning English was the most important part of learning among All Taiwanese, especially the younger generations. Teachers, who can teach English, are in high demand and respected very highly. The classroom visit, teacher interview, and interview with the faculty of the National and private university around Taiwan, revealed that a great portion of Taiwanese still wants to come to USA and work here. As Modigliani (2011) stated that according to students who has been learning the Chinese language, knowing how to speak Mandarin gives them an advantage to secure work in the future as demand for people who speak Chinese is expected to grow in the U.S. and overseas. At present, there are numerous initiatives, programs, scholarships are in place for Chinese students to improve their credentials, such as University of California Los Angeles (UCLA) confucius institute, <http://www.confucius.ucla.edu/>, STARTALK-LMU Summer Mandarin Teachers and Students program at Loyola Marymount University (<http://soe.lmu.edu/centers/ceel/startalk-lmu/>) and so on. However, Teaching Chinese in the US schools requires mastery of the English and Chinese language. Teachers, professor, and researchers that are interviewed in the study were not keen to come to the US and teach Chinese in US schools, due to lack of confidence in their own English language skills.

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